

CONVERGENCE^{IA}_{CE}

Subject/Author Index 1968-1992



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Convergence

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I N D E X E D I T O R S' N O T E

This Annotated Index provides access to the articles which appear in *Convergence* over the 25 years of the journal's publication from 1968 to 1992. The idea to prepare such a comprehensive and ambitious listing came from *Convergence* readers themselves, who repeatedly expressed a need for this publication.

Selection policy

Facing the overwhelming amount of material, the indexers were forced to apply a selection policy. All feature articles are indexed comprehensively. Editorial items are indexed only if signed. Among news items, information and conference reports, a selection has been made to include the items of significant reference value. Book reviews are excluded.

Organization

The Index is divided into two parts; the subject index and the personal author index. The subject index lists articles alphabetically under subject headings. Each entry consists of an article title, author's name(s), volume and page numbers, language of the article and a brief annotation in English. The article may be listed under more than one subject term. The subject heading list tries to accommodate terms used in the annual indexes to *Convergence*, prepared since 1988, and terminology used by the ICAE Resource Centre, based on the *Unesco: IBE Education Thesaurus*.

Sample entry: Radio learning campaigns: the Botswana experience. Etherington, Alan. v11(1978) no3/4:83-92. English.

Describes Botswana's two radio learning campaigns organized on a massive scale in 1973 and 1976. Focuses on the use of radio learning group campaigns.

The author index arranges articles alphabetically under the person's name. Only signed articles are listed in this section. Each entry consists of an article title, volume and page numbers, language of the article, subject terms(s) and a brief annotation in English.

For technical reasons, in both indexes, entries whose titles start with an article are listed under the article and not under the word that follows i.e. the title *The experience of Mali in training literacy workers* will be listed in sequence under T for "the" and not E for "experience".

Sample entry: Emmelin, Lars

The need for environmental education for adults. v9(1976) no1:45-53. English. Environmental Education. Concludes that the lack of strong institutional structures is the most important problem of effective environmental education.

Due to financial constraints we are able to offer the Annotated Index with English text only. All original titles in French, Spanish and Russian are, however, cited in their respective languages.

Eva Kupidura and Peter Kupidura
Index Editors

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SUBJECT INDEX

Adult Educators

A legacy of learning: tributes to Roby Kidd. Gayfer, Margaret. v15(1982) no1:65-73. English.

Tributes to J. Roby Kidd, founding Secretary General of the International Council for Adult Education, 1973-79, and then its Treasurer, who died suddenly in March 1982.

Adult educators mourn the death of 'world citizen' Helmuth Dollf. Gayfer, Margaret. v16(1983) no4:76-78. English.

An account of achievements and undertakings of Helmuth Dollf, Director of the German Education Association, who died on November 26, 1983.

Ahmad Baba Al-Tinbukti. Bown, Lalage. v5(1972) no4:69-75. English.

An example of an African educator who worked within the Islamic tradition in 16th century Sudan.

Albert Mansbridge and the first World Association for Adult Education. Jennings, Bernard. v17(1984) no4:55-63. English.

An overview of the World Association's development, activities and failure, and Mansbridge's aspirations and ideas.

"All that exists can be measured": Edward Lee Thorndike. v5(1972) no1:88-91. English.

Describes theories of an educational psychologist whose contention in the early 1920s that ability to learn does not decrease with age was a major contribution to adult learning theory.

Anton Makarenko. Kumarin, Valentin. v4(1971)

no2:85-88. English.

Presents educational concepts and pedagogical methods of a Soviet educator.

Chilean community worker wins Roby Kidd award. v17(1984) no1:69-70. English.

Information on Rafael Pizarro Alvarado, the winner of the first Roby J. Kidd international award for significant and innovative work in adult education.

Comenius and all-embracing education. Kyrasek, J.; Polisensky, J. V. v4(1968) no4:80-86. English.

The authors consider John Amos Comenius one of the first European educators to develop a universal theory of lifelong education.

Condorcet. Grenon, Michel. v2(1969) no4:78-84. English.

Condorcet, a French educator, proposed the organization of free education at five levels, from primary to university. Its main innovation was that each level included a programme for adults.

Controversy. v6(1973) no1:45-47. English.

A series of discussions about significant issues in adult education begun in this issue of *Convergence* with a debate on the application and practicability of the ideas of Paulo Freire.

Editorial introduction. Yarmol-Franko, Karen. v23(1990) no2:3-4. English.

This editorial introduces the issue of *Convergence* which focuses on the work of adult educators hon-

oured with the J.Roby Kidd Award over the past seven years.

Extending the network and content of adult education workers. Draper, James A. v22(1989) no2/3:81-94. English.

The author describes two groups involved in workers' education: adult educators and peripheral workers. Argues that both groups must be accounted for when the overall effectiveness of educational programmes for adults is assessed.

Filipino educator wins 1984 Roby Kidd Award. v17(1984) no4:64-65. English.

A profile of Karl Gaspar, the winner of 1984 Roby Kidd International Award.

Gandhi and adult education. Nayar, D. P. v3(1970) no2:83-94. English.

The author describes the goals of Gandhi's non-violent revolution, his pragmatic approach and three main points of his programme: economic activity, literacy and health.

ICAE peace networker receives peace medal. v23(1990) no4:76. English.

Murray Thomson, one of ICAE's most active supporters of the Peace Education Network, has been selected to be the recipient of the Pearson Peace Medal.

In memory of Aleksander Kovacic. Kulich, Jindra. v11(1978) no1:78-79. English.

A tribute to an outstanding Yugoslav adult educator associated with the Andragogical Centre in Zagreb, Croatian Association for Adult Education and the Yugoslav Association of Adult Education.

J. Roby Kidd Citations of Honour. v23(1990) no2:69-78. English.

Profiles of the seven distinguished adult educators who were honoured by the J. Roby Kidd Citations of Honour since 1983.

Lev Tolstoi kak pedagog. Goncharov, Nikolai. v2(1969) no2:81-84. Russian.

The author states that according to Tolstoy, life was education and the theory of education in effect was a specific theory of life.

N. K. Krupskaya: k stoletiyu so dlya rozhdenia. Kravchenko, A. G. v2(1969) no2:85-89. Russian. Lenin's wife's interest in self-education as related to life experience is discussed.

Paulo Freire. v3(1970) no3:62-68. Spanish. The article presents Freire's work in Brazil and Chile, and his concept of conscientization. The role of a coordinator in implementing this concept is stressed.

Paulo Freire: educationalist of a revolutionary Christian movement. Jarvis, Peter. v20(1987) no2:30-41. English.

The article examines Freire's approach to education and development, including the theological rationale that underpins his ideas.

Pioneer of social change, Father George Topsy, dies. MacIsaac, Peggy. v17(1984) no1:63-65. English. An article written in memory of a Father Topsy, former Director of the Coady International Institute, who was deeply involved in the work of self-education and community cooperation programmes, known internationally as the "Antigonish Movement".

Prominent African adult education leader dies. v23(1990) no2:87. English.

A tribute to Victor Ogafo Ibikunle Johnson, a founding member of AALAE, who died in January 1990 in Kampala, Uganda.

Rabindranath Tagore: world citizen and advocate of lifelong learning. Chakravarty, Amiya. v1(1968) no2:78-82. English.

The author explains how Tagore's spiritual philosophy relates to lifelong education. The significance of the Santiniketan School, founded in 1907, is also discussed.

The adult educator as politician: talking with Sir James Matthews. Fordham, Paul. v12(1979) no4:41-49. English.

An interview with a British educator involved in the labour movement and workers' education.

Tribute to a pioneer American adult educator. Stensland, Per. v19(1986) no2:79. English.

Summarizes the achievements of Wilbur C. Hallenbeck, a pioneer of adult education based on social science. Hallenbeck died in September 1986 at the age of 93.

Tribute to Shri J.C. Mathur. v11(1978) no1:80-81. English.

In memory of one of India's outstanding adult educators, an author and specialist in drama and culture, and an advocate of the cause of the rural poor.

University students as adult educators. Udjus, Ingelise. v5(1972) no4:76-80. English.

An account of the voluntary service of young people in Norway started by a group of members of the Union of Students at the University of Oslo.

Women in the profession of adult education. Loring, Rosalind. v8(1975) no1:49-56. English.

The field of adult education suffers from lack of research on the role and status of women professionals in adult education.

Adult Educators' Training

A conceptual framework for analyzing the training of trainers and adult educators. Boshier, Roger. v18(1985) no3/4:3-22. English.

The author provides a thorough analysis of a conceptual framework that classifies adult educators according to the roles they occupy, functions they perform and solutions they seek. Focuses on the question of primacy of role, training content and process.

A development view of ASFEC. Ammar, Hamed M. v1(1968) no1:52-54. English.

The Arab States Training Centre for Education for Community Development (ASFEC) was fostered by UNESCO and established in 1952. The author describes how the training programme of the Centre shifted its emphasis from fundamental education to community development.

A new initiative by the German Adult Education Association. Hinz, Heribert. v10(1977) no3:44-48. English.

An example of the role that a national adult education association can play in the process of making people aware of global issues and their ability to participate in development policies.

An Indonesian training program in action research and community development. Dilts, Russ; Mudatsir, Hadimulyo Arief. v19(1986) no1:27-31. English.

An overview of a special training programme, initiated by a non-governmental agency to generate grass-roots social transformation through the organization and education of groups in the villages.

Bibliography on training. v1(1968) no1:88-90. English.

Lists conference papers, studies and books published recently on training and adult educators' training.

CREFAL - El Centro Regional de Educación Fundamental. v1(1968) no1:46-51. Spanish.

Description of the first international training centre for adult education in Latin America, fostered by UNESCO and established in Mexico in 1951.

Developing research skills in professional staff: a study of adult education training in Kenya. Wass, Peter. v9(1976) no1:63-73. English.

Describes a nine-month programme offered at the University of Nairobi, and focuses on the students' experience in following an Applied Research Methods course.

Education formelle et informelle. Schwartz, Bertrand M. v1(1968) no1:37-45. French.

The author states that if training for personnel in adult education is to be relevant it must be founded on a sound understanding of the needs and capacities of adults as learners.

European cooperation on multimedia materials. Normie, Gerald. v18(1985) no3/4:137-140. English. Describes the project known as European Materials for the Training of Adult Educators (EURAD), initiated by a steering group of the Council of Europe, which recognized that the international co-production of materials for the training of adult educators would be both feasible and useful.

Gracias, Nicaragua! Obrigado, Brazil! South-South exchanges as an approach to staff training. Marshall, Judith. v23(1990) no1:100-107. English.

This paper is part of a kit of training materials Training for empowerment, in which the participants in the South-South exchange have reported on their experiences in Nicaragua and Brazil in staff training for literacy and adult education.

How Thai village women became adult educators. Kindervatter, Suzanne. v18(1985) no3/4:116-119. English.

Case study of an experimental programme established to enhance women's participation in economic and social development.

Innovative training for hospital trustees. Reardon, Maria. v18(1985) no3/4:126-128. English.

This paper reviews an innovative education programme, developed by the Saskatchewan Health Care Association that uses adult education concepts and principles within the context of Boshier's model.

Issues for the training of trainers in China. Wong, Charles; Rong, Shen Jin. v18(1985) no3/4:23-31. English.

In the first part of this article, questions concerning the training of adult educators are examined against the background of the Chinese adult education system. In the second part, a large-scale adult education programme, launched in Shanghai, is described.

Krupneishaya Pedagogicheskaya Biblioteka. Serebrov, N. v1(1968) no1:80-83. Russian.

The USSR's largest pedagogical library serves as an example of the well-planned collection of books and other materials essential for training.

La formation des cadres de l'éducation populaire en France. Lengrand, Lucienne. v2(1969) no1:55-60. French.

The concept of animation and the role of the animateur are changing adult education in France. Today some 2000 animateurs are working in non-governmental organizations but the need for the year 1985 is estimated at 50,000.

Participatory training for illiterate women trainees. Mathur, Anita; Tandon, Rajesh. v19(1986) no1:20-23. English.

A brief case study on the training of illiterate tribal

women being educated to act as village animators and instructors of centres for pre-school children.

Participatory training in evaluation skills: Kenya project. Nturihi, Daudi N. v19(1986) no1:24-27. English.

A profile of an evaluation training programme, including its objectives and design.

Programme de formation d'agents de développement communautaire. Beaugrand-Champagne, Guy. v1(1968) no1:60-64. French.

The concept of the animateur in achieving social change has been developed in France, Senegal and Canada. The author explains the training of animateurs in Canada with particular reference to Québec.

Research abstracts on training. v1(1968) no1:84-85. English.

Includes abstracts supplied by the ERIC Clearinghouse.

Research studies and the education of educators: a report from Poland. Pólturzycki, Józef. v9(1976) no1:37-42. English.

Describes development of adult education as a discipline and its presence in university curricula and research.

Southeast Asian urban training course. Wong, Spencer. v19(1986) no1:17-20. English.

The author describes a programme of the Pilot Training Course for Nonformal Education Personnel.

The Commonwealth Association for the Education and Training of Adults (CAETA). Draper, James A. v23(1990) no2:94-96. English.

A profile of an organization founded in 1987 to improve the professional skills and performance of its members as trainers and educators of adults.

The Czechoslovak Standard System of training adult educators. Kulich, Jindra. v1(1968) no1:65-68. English.

A comprehensive nationwide system of training part-time adult educators and cultural workers active in the informal out-of-school system of adult learning is presented.

The doctorate in adult education. Houle, Cyril O. v1(1968) no1:13-26. English.

The author traces development of a university graduate programme in adult education since its inception nearly 40 years ago and discusses some issues related to teaching adult education as an academic discipline.

The experience of Mali in training literacy workers. Ouane, Adama. v19(1986) no1:13-17. English.

A description of literacy workers' training work in Mali, including trainers' profile (recruitment levels and training) and evolution of a new methodology.

The flight of the pelican: training of aboriginal adult educators in Australia. Willis, Peter. v19(1986) no1:32-38. English.

This case study is a personalized account of the discovery of an inductive method of adult education training for aboriginal adult educators.

The training of adult and popular educators in Latin America. Buttedahl, Paz. v18(1985) no3/4:94-102. English.

An overview of conceptual developments and organization of adult and popular education at the governmental, intergovernmental and regional level. In this context, some issues concerning professional development of adult educators are discussed.

The training of cadres for adult education. Gomez, R. v14(1981) no4:10-16. English.

Describes a plan for selecting and training people capable of taking leadership, fully involved in the task of educating adults and establishing a learning society, and committed to strategies for attacking socio-economic inequalities.

The training of facilitators in Nepal. Belbase, Lekh Nath. v18(1985) no3/4:119-122. English.

Reports on the Integrated Nonformal Education Programme, which provides training to locally recruited literate or neo-literate adults who are to act as facilitators of functional literacy programmes.

To the coordinator of a "cultural circle". Freire, Paulo. v4(1971) no1:61-62. English.

The role of coordinators of study groups is discussed.

Training adult educationists in Yugoslavia. Savicevic, Dusan. v1(1968) no1:69-75. English.

The organization of different programmes based on the andragogical approach is described.

Training adult educators in Arab countries. Soghairoun, A. Z. v18(1985) no3/4:43-49. English.

The author writes about the roots of adult education, development of new strategies and the need for professionals and training programmes for full-time trainers and adult educators in the Middle East.

Training adult educators in North America. Merriam, Sharan. v18(1985) no3/4:84-93. English.

This article focuses on several problems related to adult educators' training and analyzes training, primary roles and functions of North American adult educators.

Training adult educators in the United Kingdom. Legge, C. D. v1(1968) no1:55-59. English.

The author outlines problems of training adult educators and differentiates between needs of those in initial training, teachers with some experience, organizers and administrators, and advanced training for full-time personnel.

Training grassroots educators: provision of nonformal adult education in the Durban region. von Kotze, Astrid. v24(1991) no4:16-24. English.

Argues that one of the first priorities for socio-political and economic transformation must be the creation of a large group of well-equipped educators and trainers who work towards an upgrading of skills among adults falling outside the formal education system.

Training Maori adult educators in New Zealand. Walker, Rangī. v18(1985) no3/4:123-125. English.

A concise overview of formal and nonformal training of Maori adult educators. Describes the most systematic formal training, which began in the 1950s.

Training of adult education workers in Africa. Bown, Lalage. v1(1968) no1:8-12. English.

The author states that a two-pronged approach: training of full-time professional educators and adult education training of persons in other fields is needed. A common set of principles for both groups is formulated.

Training of adult education workers in West Europe. Legge, Derek. v18(1985) no3/4:59-66. English.

Provides different points of view on the question of the development of training of adult educators and describes different types of training, methodology and content.

Training of adult educators in Africa. Akinpelu, Jones. v18(1985) no3/4:32-42. English.

Outlines the history of adult education on the African continent. Focuses on factors that influenced the proliferation and diversification of training of adult educators. Formulates important problems: the need for improvement in the quality of training and better representation of women.

Training of adult educators in East European countries. Kulich, Jindra. v18(1985) no3/4:50-58. English.

A broad view of adult education in East European countries which recognizes not only historical similarities but also differences in their origins, historical development, ethnic composition and stages of development.

Training of adult educators in Oceania. Boshier, Roger; Horton, Chris. v18(1985) no3/4:109-115. English.

Although this overview provides some information on Oceania, its real focus is on training of adult educators in Australia. Identifies six major streams: agricultural extension, university extension, teach-

ers' training colleges, technical education, commercial and industrial training, and voluntary organizations.

Training of adult educators in the Caribbean. Ellis, Pat. v18(1985) no3/4:76-83. English.

This article deals with training of adult educators at the national and regional level, its administration, organization, course content and evaluation.

Training of adult educators in the Nordic countries. Brattset, Hallgerd. v18(1985) no3/4:67-75. English.

This paper presents cultural, organizational, political and social similarities among the Scandinavian countries in the field of adult education.

Training of trade union trainers in Australia. Davies, Alan; Horton, Chris. v19(1986) no1:9-12. English.

The article brings information on a training programme organized by the Trade Union Training Authority in Australia.

Training of trainers and adult educators: editorial introduction to special report. Boshier, Roger. v18(1985) no3/4:1-2. English.

An editorial to a special issue on the training of adult educators.

Training of trainers in Southeast Asia. Pick, Lim Hoy; Yu, Elsie. v18(1985) no3/4:103-108. English.

This paper focuses on major training activities in Southeast Asia, particularly countries within Region 3 of the Asian-South Pacific Bureau of Adult Education (ASPBAE).

Training women workers in Brazilian favelas. Hunter, Carman St John. v18(1985) no3/4:129-132. English.

Describes staff training activities undertaken as a part of a larger project carried out with groups of women in low income neighbourhoods in and around Rio de Janeiro, Brazil.

Adult Educators' Training - Research/ Evaluation

Research and training. Tough, Allen. v1(1968) no1:76-79. English.

The author recounts the growth of research and contribution by graduate students and assesses how their research skills may be developed.

Basic Education

Adult functional illiteracy in Canada. Cairns, J.C. v10(1977) no1:43-52. English.

Explains why educational needs of the majority of inadequately educated Canadian adults cannot be met by existing adult basic education and literacy programmes.

American literacy - a mini analysis. Cortright, Richard W. v1(1968) no3:63-68. English.

The author outlines growth of adult basic education since the late 1950s and lists major target groups. Information on dropouts, curriculum, instructional materials and evaluation is also provided.

An adult education programme for the Igorot women of northern Philippines. Smith, Mary Ann. v8(1975) no1:16-24. English.

The article describes an integrated programme of adult basic education and skills training for women of the Montañosa, one of the most underdeveloped regions in the country.

Basic education - learning needs in rural areas. Sachsenmeier, Peter. v10(1977) no4:73-75. English. The author points out that a set of ideas called "basic education" offers valuable suggestions for educational development in the Third World.

Basic education - Samson or Delilah? Colclough, Christopher. v9(1976) no2:48-63. English. Discusses difficulties of undertaking fundamental reforms within the primary school system in the Third World countries. Indicates the links between the formal sector labour market and the education system and describes experiments with dual education systems.

Bibliography. v1(1968) no3:89-90. English.

Lists 40 titles - books, conference papers and bibliographies on literacy and basic education. Manuals, statistical studies and reports prepared by Unesco are also included.

La Conférence et les objectifs. M'Bow, Amadou-Mahtar. v5(1972) no1:4-6. French. During the World Conference on Adult Education in Tokyo, Japan, discussions focused on basic and continuing education.

Language as a factor in basic education in Africa. Fox, Melvin J. v10(1977) no1:58-66. English. Analyzes the role of language in achieving the kind of radical changes in content and methods of programme delivery that basic education will require.

Las actividades del Instituto Centroamericano para la Extensión de la Cultura. Thun, Roderich. v5(1972) no3:27-30. Spanish.

The research activities of the Institute, especially those concerned with educational needs and new techniques used in basic education, are presented.

Literacy and justice issues for the public school system. v20(1987) no3/4:81-83. English; French.

An overview of a discussion at the workshop on Literacy and Justice: Innovative Practices in the Public Education System, held during the International

Seminar on Literacy in Industrialized Countries, Toronto, October 13-15, 1987.

MOBRAL: ¿Un modelo para la educación de adultos? v7(1974) no1:61-70. Spanish.

Basic education programmes of the Brazilian Literacy Movement aim primarily at lower income groups such as young urban people, training them for low-skilled employment.

Multi-national conference on basic and functional education for adults: conference report. Draper, James A. v8(1975) no2:9-11. English.

Fostering of attitude and behaviour change among under-educated adults was the underlying theme of this Washington conference. Includes summary of 14 national case studies.

TEVEC - Une expérience d'éducation globale. Messier, Guy. v1(1968) no2:42-45. French.

Basic education for men and women in underprivileged areas of Quebec is offered through television, correspondence courses and social animation methods.

Toward initial learning systems. Platt, William J. v9(1976) no1:9-19. English.

Describes the general movement toward more effective and more appropriate provision of basic education. Includes bibliography.

Basic Education - Research/Evaluation

Research abstracts. v1(1968) no3:87-88. English. Four abstracts of work on methods and techniques used in basic education and adult literacy materials and programmes.

Community Development

A "back-to-front" project in Peru: starting with the local people. Zabala, Ana. v15(1982) no4:44-51. English. An example of a development project that has stemmed directly from the needs expressed by local people rooted in local realities and aspirations.

A Botswana tapestry of development and evaluation. Gayfer, Margaret. v11(1978) no1:60-77. English. A summary of a report from Lentswe la Oodi Weavers, a cooperatively-owned factory in Botswana. The report presents an evaluation of the first three years of the factory and comes from and through workers and villagers whose comments reveal the social, cultural and economic reality. Includes three personal accounts of Mmatsetla Dintwe, Morapedi Moeng and Mochele Semele.

A development view of ASFE. Ammar, Hamed M. v1(1968) no1:52-54. English.

The Arab States Training Centre for Education for Community Development (ASFE) was fostered by UNESCO and established in 1952. The author describes how the training programme of the Centre

shifted its emphasis from fundamental education to community development.

Adult education and community development: experiences from programs in northern Portugal. Erasmie, Thord; Lima, Licino; Chainho Pereira, L. v17(1984) no4:17-26. English.

This article describes two research projects based on the potential for adult education and community development that exist in Portugal's long tradition of popular associations.

Adult education and community development: the Nigerian traditional setting. Bown, Lalage. v10(1977) no4:53-62. English.

Explains how traditional institutions, values and ways of life provide useful ideas for community development.

Adult education, community enterprises and rural development in Latin America. Araujo, José Emilio G. v11(1978) no2:15-22. English.

Analyzes the role of community enterprises in the context of experiences of the Inter-American Institute of Agricultural Sciences, founded to promote economic and social development in Latin American countries.

An Indonesian training program in action research and community development. Dilts, Russ; Mudatsir, Hadimulyo Arief. v19(1986) no1:27-31. English.

An overview of a special training programme, initiated by a non-governmental agency to generate grassroots social transformation through the organization and education of groups in the villages.

Beyond the beaten track: resettlement initiatives of pavement dwellers and slum dwellers in Bombay. Patel, Sheela. v21(1988) no1:61-69. English.

The author writes about resettlement initiatives organized by the Society for the Promotion of Area Resource Centres (SPARC) for people who live along the railway trade in Bombay.

Cassava bags by the roadside: impetus for an integrated village development program. Kempadoo, Peter L. v10(1977) no4:39-47. English.

Describes the reaction of women cassava workers to a social injustice which led to a group's cooperation and, finally, to a wide range of socio-economic activities which now comprise an integrated village development programme.

Children's needs and community development: social and educational responses. O'Gorman, Frances E. v14(1981) no1:65-76. English.

The author analyzes solutions offered by day care centres in the broader context of children's needs related to deficient living conditions in Sao Paulo, Brazil.

Chilean community worker wins Roby Kidd award. v17(1984) no1:69-70. English.

Information on Rafael Pizzaro Alvarado, the winner of the first Roby J. Kidd international award for significant and innovative work in adult education.

Community development for the development of slum dwellers. Joseph, P.J. v24(1991) no4:30-34. English.

Describes the development and education work among the slum dwellers. The work began with the establishment of a community education centre at the slum of Alwaye, India.

Community educator wins Roby Kidd Award. v19(1986) no1:73-74. English.

Tom Lovett, of Northern Ireland, was chosen to receive the 1985 award for his pioneering work in grassroots community development.

Cultural self-awareness of a local community: an experience in the South of Italy. Orefice, Paolo. v14(1981) no1:56-64. English.

Deals with the central phase of a participatory research project founded on a series of socio-educational studies and experiences of cultural work that have been developed in the region of Naples since 1965.

L'animation sociale. Blondin, Michel. v2(1969) no3:29-39. French.

The author describes development of social animation through small organized groups, participation, techniques of the animateur, development of programmes and their impact on the wider community.

L'expérience de la reconversion des foyers d'animation de la jeunesse en Algérie: le rôle de la recherche. Le Brun, Olivier. v8(1975) no4:72-80. French.

Description of a failed experiment to organize youth agencies into centres offering basic education through practical and community development work.

Learning to work diagonally: a self-reliant scavenger community in Indonesia. Besta; marino, dian; Poerbo, Hasan; Otong, Nurdjanman. v22(1989) no4:39-44. English.

This photo essay attempts to present a ten-year consultative process between a variety of institutions and a small community of scavengers, and shows how this action led to the social learning of all participants.

Programme de formation d'agents de développement communautaire. Beauprand-Champagne, Guy. v1(1968) no1:60-64. French.

The concept of the animateur in achieving social change has been developed in France, Senegal and Canada. The author explains the training of

animateurs in Canada with particular reference to Québec.

Rural markets in Western Kenya: the use of indigenous economic institutions for an experimental revolving loan scheme. Barclay, A.H. v10(1977) no2:54-62. English.

Discusses an innovative attempt to utilize traditional economic institutions in the development of small-scale rural enterprises in East Africa. The experiment involved the establishment of revolving loan funds in selected market centres in Western Kenya.

Swaneng Hill School. Van Rensburg, Patrick. v4(1971) no2:89-94. English.

Presents educational policies of Swaneng Hill School, its efforts to relate education to development, retrain adults, organize various forms of agricultural programmes.

The development of the Antigonish Movement. Smyth, Francis. v2(1969) no1:61-65. English.

The philosophy of the Movement is compared to that of the Rochdale Pioneers. Six principles of the movement are listed and its impact discussed from the international perspective.

The toy animal project of Yung-Shin village. Lyou, Gi Hyung. v13(1980) no1/2:92-98. English.

The villagers' interest and participation in development is assessed in the context of the New Village Movement which began in 1970.

Community Education

A preliminary review of community based literacy initiatives in the Caribbean in the 1980s. Jules, Didacus. v23(1990) no1:85-99. English.

This paper reports on the 1987 survey of community-based literacy initiatives, conducted in various Caribbean countries. Includes the project's history, major objectives, description of its methods and effects on the communities.

Bangladesh association develops rural skills-training community schools. Chowdhury, Moslehuddin A. v17(1984) no2:65-67. English.

Bangladesh Association for Community Education set up five schools in order to mobilize community support and resources for community education and skills training.

Community development for the development of slum dwellers. Joseph, P.J. v24(1991) no4:30-34. English.

Describes the development and education work among the slum dwellers. The work began with the establishment of a community education centre at the slum of Alwaye, India.

Community education and community division in Northern Ireland. Lovett, Tom. v23(1990) no2:25-34. English.

An account of the author's community education work in Northern Ireland as a means to bridge the divide between the Catholic and Protestant working class. The author is the winner of the 1985 J. Roby Kidd Award.

Community education in Mozambique. Macabi, Guilhermina. v24(1991) no1/2:40-45. English.

The article focuses on an integrated community education project, whose main objective was to help the population to solve their own problems using locally available resources.

Getting the mixture right: nonformal education through community radio in the Bolivian Altiplano. Burke, Richard C. v20(1987) no2:69-81. English.

This article presents ECORA-Educación Comunitaria Radial (Community Education through Radio) and its nonformal education programme, including its objectives, methodology, implementation techniques and brief evaluation.

L'animation sociale. Blondin, Michel. v2(1969) no3:29-39. French.

The author describes development of social animation through small organized groups, participation, techniques of the animateur, development of programmes and their impact on the wider community.

The challenge of community education in social and political change. Lovett, Tom. v11(1978) no1:42-51. English.

This article describes and analyzes two contrasting models for community education and the role of adult education in social and political change.

The importance of education for change of front-line workers and villagers. Coombs, Philip H. v15(1982) no4:32-37. English.

An excerpt from a major work on an integrated, community-based approach to rural development.

The Israeli experience in adult education. Israeli, Eitan. v11(1978) no3/4:54-63. English.

Describes the structure of adult education in Israel, its national goals and the role of adult educators in their implementation. Analyzes the Israeli experience in community education.

The need for adult education in Papua New Guinea. Wiesinger, Rita. v10(1977) no4:63-69. English.

Discusses problems of adult education and weakness of the existing school system and proposes an integrated approach that can be carried out by the training of community school teachers equipped with the necessary skills for teaching adults and helping them solve their problems in the villages.

The organization of community services in the junior college. Cumiskey, Kenneth J. v4(1971) no3:63-71. English.

The author presents activities of a two-year college, provides definitions of community services and evaluates several organizational patterns of the community services.

Training popular theatre workers in the Philippines. Evans, Derek. v18(1985) no3/4:140-142. English. An overview of the character of a popular theatre movement and the foundations of the community theatre curriculum.

Comparative Education/Studies

Bibliography. v3(1970) no3:91-92. English.

Lists works pertained mostly to comparative studies in adult education.

Comparative adult education in the U.K. Lowe, John. v3(1970) no3:48-49. English.

The author shares his experience of teaching comparative adult education in the postgraduate diploma course in adult education at the University of Edinburgh.

Comparative education congress focuses on development, communication and language. v22(1989) no1:83. English.

Reports on the 7th World Congress of Comparative Education, held at l'Université de Montréal in Montreal, Canada.

Comparative studies in adult education. Adiseshiah, Malcolm S. v3(1970) no3:4-8. English.

The author states that comparative studies are especially important for countries that went through political colonialism and now search for cultural identity.

Comparative theory of adult education in Yugoslavia. Savicevic, Dusan M. v3(1970) no3:43-47. English. The author stresses the importance of international research and exchange, and notes the lack of comparative studies in andragogy.

Cultural influences in the diffusion of adult education. Verner, Coolie. V3(1970) no3:27-33. English. Presents thesis that education is successful if it is linked to the local culture, but encounters difficulties when it does not differentiate cultural and non-cultural elements.

Developing a methodology for comparative studies in adult education. Kidd, J. Roby. v3(1970) no3:12-26. English.

The author advocates exchanges of methods of comparative studies between education and other disciplines such as sociology or religion. Concepts, activi-

ties and methods of comparative studies are also examined.

History's part in the comparative study of adult education. Carlson, Robert A. v3(1970) no3:39-42. English.

The comparative history of adult education is concerned with looking at differences and similarities in two or more areas (e.g. national level, institution, separate problem).

Issues in comparative adult education: a report on the International Conference on Comparative Adult Education in Oxford, England. Youngman, Frank. v21(1988) no1:28-36. English.

An interpretive account of the conference. The author presents main topics, research concerns and methodological issues which were raised during the conference.

Linkages for comparative studies in adult education. v16(1983) no1:83-84. English.

Reports on a meeting of people interested in comparative adult education, held during the ICAE Conference in Paris, October 1982.

Project on adult education in Europe. v12(1979) no4:75. English.

Information on a comparative study ongoing project of the European Centre for Leisure and Education in Prague.

Research abstracts. v3(1970) no3:79-81. English.

Includes the research abstracts of works on comparative and international studies.

Research in comparative education at the U.S.S.R. Academy of Educational Sciences. Malkova, Zoya. v3(1970) no4:24-28. English.

Comparative research covering several countries has enabled researchers to make forecasts concerning development of schools and teaching methods.

Select bibliography of periodicals in international and comparative studies relating to adult education. Kulich, Jindra. v3(1970) no3:82-90. English.

The author traces the origins of periodicals in comparative studies in education and in interdisciplinary comparative studies. 23 periodicals with international scope are listed.

The comparative study of continuing professional education. Houle, Cyril O. v3(1970) no4:3-12. English.

Almost no effort has been made to compare the methods used by each profession to train its members. The author proposes to identify some of the major topics worthy of comparative study and analyzes the ways in which different professions deal with them.

Cooperative Education

Cooperative extension in adult education. Matthews, Joseph. v2(1969) no1:37-43. English.

Work in cooperatives is described from a historical perspective, and their current structure and activities such as the 4-H Club programme, agricultural programmes and home economics are discussed.

Éducation et développement économique: le point de vue coopératif. Barbier, Charles H. v2(1969) no1:33-36. French.

The author discusses the concept of cooperative education from the historical perspective and argues that whatever form cooperative education may take, it has an immediate impact on the enterprise's efficiency.

The development of the Antigonish Movement. Smyth, Francis. v2(1969) no1:61-65. English.

The philosophy of the Movement is compared to that of the Rochdale Pioneers. Six principles of the movement are listed and its impact discussed from the international perspective.

Criminal Justice

Ana Krajnc new head of International Education and Criminal Justice Programme. v24(1991) no3:94. English.

Announces the appointment of Dr. Ana Krajnc by the Executive Committee of ICAE as the new coordinator of the Education and Criminal Justice Programme.

Coping with crime - Congress on the Prevention of Crime and the Treatment of Offenders. Cosman, J.W. v24(1991) no1/2:109-110. English.

An information report on major concerns addressed and resolutions adopted by the Sixth United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held in Havana, Cuba, August 27 to September 7, 1990.

Declaration of Basic Principles for the Treatment of Prisoners makes headway. Cosman, J.W. v21(1988) no1:77-78. English.

The author reports on the progress in the work of the ICAE Education and Criminal Justice Programme and provides the text of the Declaration.

Declaration of Basic Principles for the Treatment of Prisoners. Cosman, J.W. v22(1989) no2/3:95-105. English.

The author argues that the modern prison has used a method of treatment which has been essentially a mechanical process and presents the text of the Declaration, which aims at the full development of the human personality of the prisoner.

Developing prison education in Nigeria: the principal impediments. Evawoma-Enuku, Usiwoma. v22(1989) no2/3:115-119. English.

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The author reveals a total failure of the present prison system in Nigeria and lists the obstacles to the development of prison education in this country.

Editorial introduction. Yarmol-Franko, Karen. v22(1989) no2/3:3-4. English.

Workers' education, prison education and criminal justice are linked by a common thread which appears in each of the articles in this issue of *Convergence*.

Pourquoi pas des prisons à vocation éducative? Morin, Lucien; Ferland, Mario. v16(1983) no2:70-77. French.

The authors argue the need for serious thought about radical alternatives to the present unsatisfactory philosophy and function of penal justice and the penitentiary system.

Culture and Development

Adult education and community development: the Nigerian traditional setting. Bown, Lalage. v10(1977) no4:53-62. English.

Explains how traditional institutions, values and ways of life provide useful ideas for community development.

"Are you happy?" I asked the farmer. Ariyaratne, A.T. v18(1985) no1/2:63-66. English.

The following is from the chapter *Sharing of labour* in A. T. Ariyaratne's *Collected Works* vol. 1, published in 1979 and describing village life and tradition in Sri Lanka.

Bridging native and western science. Colorado, Pam. v21(1988) no2/3:49-72. English.

This paper presents an epistemological foundation of native science and explores the possibility of creating a scientific infrastructure by the use of participatory research.

China as a world power. Dobson, W.A.C.H. v7(1974) no3:43-52. English.

China emerges as the Third World power. It is imperative that the West understands its nature and tradition.

Community theatre with and by the people: the Sierra Leone experience. Malamah-Thomas, David H. v20(1987) no1:59-68. English.

Discusses some aspects of theatre for development seen as a means of fostering participation, and describes a two-week workshop on Community Theatre for Integrated Rural Development, held at Fourah Bay College, Sierra Leone, November 1986.

Cultural influences in the diffusion of adult education. Verner, Coolie. V3(1970) no3:27-33. English. Presents thesis that education is successful if it is linked to the local culture, but encounters difficulties when it does not differentiate cultural and non-cultural elements.

Cultural role of mass media in transitional societies. Mathur, J. C. v1(1968) no2:46-50. English.

The author points out that mass media should not create uniformity but reflect indigenous and local forms of expression such as traditional and folk forms of music, drama, dance and film.

Culture and the community. p'Bitek, Okot. v1(1968) no3:80-86. English.

The article exposes the way African culture is being broken apart by irrelevant and harmful imported school curricula and practices.

Education and culture in the service of development. Adiseshiah, Malcolm S. v2(1969) no1:22-28. English. Education and culture are two facets of development. Education is examined within the socio-cultural framework necessary for the infrastructure of development.

Éducation, développement et culture. v10(1977) no2:75-78. French.

Recommendations of one of the working groups at the International Conference on Adult Education and Development, Dar es Salaam, June 1976, which stress the importance of the cultural dimension in the development process.

Faciliter l'accès à la culture, à l'éducation et aux loisirs/Broadening access to culture, education and leisure. Henry, André. v16(1983) no1:64-71. French; English.

Calls for the international coordination of efforts of governments and non-governmental organizations in organizing the free transfer of knowledge of each culture, and dialogue between the cultures.

Factors of culture and change in health education for adults in Nigeria. Osuho, P.C.; Osuho, Ann. v11(1978) no2:63-68. English.

Summarizing main areas of health education for adults in Nigeria, the authors point out that culture and customs are among the most important considerations in planning educational programmes.

Field studies in Ghana and Sri Lanka: indigenous nonformal adult learning in two rural communities. Amaratunga, Carol Mallette. v10(1977) no2:41-53. English.

Summarizes findings from the two case studies which aimed at the assessment of how modernization and western models affect traditional learning and conscious integration of the rural adults into the development process.

Folk culture and development: cultural genocide or cultural revitalization? Colletta, Nat J. v10(1977) no2:12-19. English.

Argues that the culture - development dilemma should be resolved by finding a means of introducing

new skills, knowledge and attitudes within existing cultural patterns and values.

Gandhi: the film and the man. Guptara, Prabhu S. v16(1983) no4:5-13. English.

Discusses an artistic interpretation of cultural and historical meanings of the film pointing out the lack of some important ideas in it and focusing on real achievements of Gandhi.

Kuda idet obrazovanie?. Markushevich, A.; Petrovskii, A. v6(1973) no1:37-44. Russian.

The authors propose the concept of education which integrates two complementary tasks: the assimilation of culture evolved by mankind, and the development of capacity to contribute to that culture.

La dinamización cultural. v6(1973) no2:28-44. Spanish.

The article describes the work of the Institute of Cultural Research for Popular Education (INDICEP) and its strategy of "cultural dynamization" in adult education focusing on the Aymara Indian peoples of Bolivia, Peru and Chile.

Literacy for and by the people: Kenya's Kamirithu project. wa Mirie, Ngugi. v13(1980) no4:55-61. English.

The author argues that relevant content in any educational system should reflect the people's everyday reality. This point is illustrated by a description of a literacy project at Kamirithu Community Educational Cultural Centre.

Necesidad de un nuevo ethos cultural in Latinoamérica. Brahm, Luis Alberto. v2(1969) no1:73-76. Spanish.

The author outlines requirements for self-sufficiency as the goal of development, and illustrates how the present cultural ethos in Latin America interferes with the demands of development and modernization.

Pour un nouveau concept: la sélectivité culturelle. Singer, Alexandru. v19(1986) no2:68-72. French.

Explores the relationships between the concepts of personality, reality and possibility, and their role in the formation of an individual as a member of a society.

Solutions to development problems: ourselves as a planetary community. Gremillion, Joseph. v11(1978) no3/4:12-18. English.

The author describes and analyzes two reports concerned with human development: 1-Reshaping the International Order, a report made in 1976 to the Club of Rome; 2-Conference on World Faiths and the New World Order, November 1977.

The experience of Sri Lanka: the relevance of culture

in adult education for development. Hewage, Lankaputra G.; Raddcliffe, David J. v10(1977) no2:63-74. English.

Describes how a non-governmental voluntary movement integrates and translates deeply enshrined Buddhist values into contemporary programmes for self-reliant and cooperative rural development.

The leap to literacy. Fugelsang, Andreas; Chandler, Dale. v19(1986) no1:48-52. English.

The authors deal with the implications and consequences of acquiring literacy by people living in oral culture societies.

The making of a responsible person. Batdorf, Luke L.; MacNeil, Teresa. v7(1974) no3:14-17. English.

To both authors, China appears to be a learning society providing opportunity for its people to learn in practical ways and in diverse settings.

'Theatre for Development' Zambian workshop. v12(1979) no4:73-74. English.

Over 70 adult educators, development and theatre workers from Zambia, Tanzania, Botswana and Lesotho met in August 1979 for a two-week, learning-by-doing workshop.

Young people carry out Ghana project to collect traditional wisdom of the elders. Aggor, Reuben A.; Akwayena, Chris. v18(1985) no1/2:50-57. English.

This article describes a project, carried out by young people, to collect customs and folklore from elders of the Awudome traditional area of the Volta region of Ghana.

Development Education

A note on adult education and women. Snyder, Margaret. v13(1980) no3:54-58. English.

Analyzes women's place in development and educational assistance, and describes three categories of action and examples of programmes within the UN system.

A President's address to his nation. Nyerere, Julius K. v4(1971) no1:30-34. English.

Adult education is as crucial for the individual as it is for the whole nation: it shows the path to independence, freedom and economic prosperity.

Adult education and development. v8(1975) no2:1-4. English.

Discusses major issues and concerns of the forthcoming international conference on Adult Education and Development in Tanzania, June 21-26, 1976.

Adult education and poverty: what are the connections? Duke, Chris. v16(1983) no1:76-83. English. Reports on the Special Session on Adult Education and Poverty, held during the ICAE Conference, Paris, October 82.

Adult education and the Second Development Decade. Buitron, Anibal. v4(1971) no1:35-40. English.

The author points out some of the economic, social, cultural, and political difficulties that slow the process of development of education in developing countries.

Adult education and the urban poor. Adisesiah, Malcolm S. v13(1980) no3:7-13. English.

This article concentrates on the urban poor in developing countries, indicates the causes and manifestations of urban poverty and, finally, defines tasks of adult education.

Adult education and the urban poor. Bernardino, Felicitia G. v13(1980) no3:14-26. English.

The author analyzes the policy guidelines in the Philippines pertaining to the urban/rural poor, the situation of the urban poor in this country, and programmes, projects and future actions which are available through adult education.

Adult education central to development/L'éducation des adultes au centre du développement. M'Bow, Amadou-Mahtar. v16(1983) no1:27-31. French; English.

M'Bow's address was the first presentation during the opening session of the ICAE Conference held in Paris, October 1982. His comments relate to the central theme of the conference "Towards an authentic development: the role of adult education".

Adult education, food and development. Araujo, José Emilio G. v13(1980) no4:41-54. English.

Explores the inter-relationship between adult education, food and development, and proposes some approaches to resolving the problem of underdevelopment in the Latin American countries and the Caribbean.

Adult education, international aid and poverty: introduction. Duke, Chris. v13(1980) no3:1-6. English. Introduction to proceedings of a Working Session held by the International Council for Adult Education, Washington D.C., 2-3 June 1980. The issue includes an introduction and summary by Chris Duke and the Working Session timetable and participants.

Adult education, science and technology. Miller, Paul A. v13(1980) no3:39-45. English.

Analyzes the meaning of science and technology and their role in development and educational processes.

An alternative to traditional developmental thinking. Tebelius, Ulla. v25(1992) no3:16-24. English.

Describes a programme at a Swedish folk high school carried out in 1981. The intention of this programme was to teach its participants to fulfil basic cultural, social and material needs in an ecological, small-scale technological and resource saving way.

Arab States education ministers adopt Declaration. v10(1977) no4:80. English.

Reports on the Declaration adopted at the Conference of Ministers of Education to accelerate the process of overall development based on a balance between technology and tradition.

Bibliography. v2(1969) no1:87-88. English.

Lists recently published studies, reports, proceedings, articles and books on the subject of development, rural and workers' education.

Breaking the stranglehold of the school: the case of education for development in Africa. O'Khan Kabwasa, Nsang. v9(1976) no3:71-80. English.

People involved in the search for an African education have to resolve the problem of adapting education to African realities. Provides an example of the correspondence course for rural illiterate farmers.

Conference comments from participants. v16(1983) no1:10-15. English.

Opinions of 17 participants on the organization, scope and importance of the ICAE International Adult Education Conference, Paris, Oct. 1982.

Dar es Salaam design for action. v9(1976) no4:18-41. English.

This document presents the practical and immediate steps that should be taken to give substance to the decisions of planners, politicians and educators. The plan was adopted by the delegates at the International Conference on Adult Education and Development, Dar es Salaam, 1976.

Dynamics of adult learning and development. Mehta, Prayag. v11(1978) no3/4:36-43. English.

Outlines the socio-economic context of the National Adult Education Programme in India. The main focus is on the dynamics of the overlap between adult education and development.

Education and culture in the service of development.

Adiseshiah, Malcolm S. v2(1969) no1:22-28. English. Education and culture are two facets of development. Education is examined within the socio-cultural framework necessary for the infrastructure of development.

Education for development: strategy for action. v9(1976) no3:7-15. English.

Report of the International Conference on Adult Education and Development. Its goals, achievements and recommendations are briefly summarized.

Education for self-reliance. Nyerere, Julius K. v2(1969) no1:3-7. English.

Education must be a part of the national policy and encourage citizens to rely on themselves and believe in the advantages of both progress and cooperation.

Education, learning and development: evolving concepts. Blunt, Adrian. v21(1988) no1:37-54. English.

This paper discusses some of the major conceptual shifts that have occurred in the field of education in development, differentiates between education and learning, describes the emergence of nonformal and lifelong education and traces shifts in concepts of development and learning.

EEC-based NGOs focus on development education. v21(1988) no1:81. English.

A report on the 14th Annual General Assembly of EEC-based non-governmental organizations in Brussels, April 1988.

From project bureaucracy to the flourishing of life: elements for a new relationship in financing adult education. Vi6 Grossi, Francisco. v19(1986) no4:1-29. English.

The author analyzes the aid chain for adult education and development, in order to suggest clues to improve its operation. Particular emphasis is placed on the issues of adult education, basic needs, self-reliance, and facing the crisis of styles in development.

Kuda idetobrazovanie? Markushevich, A.; Petrovskii, A. v6(1973) no1:37-44. Russian.

The authors propose the concept of education which integrates two complementary tasks: the assimilation of culture evolved by mankind, and the development of capacity to contribute to that culture.

Las prioridades de la educación de adultos en un mundo de crisis/Priorities for adult education in a world of crises/Priorités de l'éducation des adultes dans un monde en crise. Echeverría, Luis. v16(1983) no1:32-43. Spanish; French; English.

Underlines the existence of economic, political and social problems at both the local and world scale, and calls for a new role that adult education has to play in order to contribute effectively to the process of development.

Mir pod odnoi kryshei. Tains, Slava. v5(1972) no3:37-41. Russian.

The Friendship University in Moscow was established to train national cadres for developing African nations.

Necesidad de un nuevo ethos cultural in Latinoamérica. Brahm, Luis Alberto. v2(1969) no1:73-76. Spanish.

The author outlines requirements for self-sufficiency as the goal of development, and illustrates how the present cultural ethos in Latin America interferes with the demands of development and modernization.

Priority for adult education: ensuring the human dimension of development. Gardiner, Robert; Cayfer, Margaret. v13(1980) no4:14-23. English.

A conversation with Robert Gardiner, President of ICAE.

Radio learning campaigns: the Botswana experience. Kidd, Ross; Etherington, Alan. v11(1978) no3/4:83-92. English.

Describes Botswana's two radio learning campaigns organized on a massive scale in 1973 and 1976. Focuses on campaign planning and organization and the use of radio learning group campaigns.

Report of the Rapporteur-General. Bown, Lalage. v9(1976) no4:42-44. English.

Highlights main topics discussed at the International Conference on Adult Education and Development held in June 1976.

Somalia's plan to integrate educational programs into overall community development activities. Ruijter, Jose. v20(1987) no1:69-72. English.

An account of the author's visit to Somalia describing efforts to coordinate the educational projects of governmental and non-governmental organizations, and to integrate them in the different development schemes in the country.

The development of Africa's human resources - a challenge to African adult educators. Gardiner, Robert K. A. v4(1971) no1:6-11. English.

The author proposes to place more emphasis on investment in adult education which plays a more important role for development than the formal school system.

The Mexico Declaration: decisive role of education in development. v14(1981) no1:77-80. English.

Reports on a conference on major issues and priority areas for educational policies and particular problems of educational development. Includes text of the Mexico Declaration.

The New International Economic Order: education from a Third World perspective. Kassam, Yusuf O. v16(1983) no3:34-38. English.

A discussion of the need for education and development in the context of the international economic system which creates the economic and political domination of the Third World nations by the West.

The Paris Conference: renewal of a movement. Hall, Budd L. v16(1983) no1:1-9. English.

Introduces this special issue of Convergence on the International Adult Education Conference, held by ICAE in cooperation with People and Culture, in Paris, October 1982. Its major theme was "Towards an authentic development: the role of adult education".

The Second Development Decade. v4(1971) no1:41-44. English.

Problems of primary and formal education in development.

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oping countries are underlined. Only the formula of lifelong education can provide everyone with the means to develop one's own potential.

The Village Video Network: video as a tool for local development and South-South exchange. Stuart, Sara. v20(1987) no2:62-68. English.

The network promotes and encourages the use of video as a tool for development and exchange of tapes among its members. It includes women's organizers in India, literacy teachers in Mali, scientists and farmers in China, family planning workers in the Caribbean and others.

Unir nos forces pour un vrai développement/The joining of forces for an authentic development. Mitterrand, François. v16(1983) no1:16-26. French; English.

An address of the president of France, François Mitterrand to the participants of the opening session of the Conference of the International Council for Adult Education, held in Paris, October 82.

Urban poor and developmental education. De, Nitish R. v13(1980) no3:27-29. English.

Stresses that poverty is an important obstacle to education and that not every development education project is a success.

Wanted: development communicators. v11(1978) no2:76-77. English.

The Third World needs "a new breed" of communicator who can play the role of development agent as well as communicator.

What can non-formal education do about income generation? Wijetunga, W.M.K. v12(1979) no1/2:120-121. English.

The author stresses the importance of the question for the Sri Lanka's unemployed.

Development Education - Research/Evaluation

Research abstracts. v2(1969) no1:85-86. English.

Includes studies and surveys on university cooperation in technical assistance, workforce policy and the relationship between economic growth and education.

Development Issues

A journey through development theories. Foubert, Charlotte. v16(1983) no3:65-72. English.

Review of the 1982 SAREC Report, Development Theory and the Third World, which puts some order in the literature on development and assesses the value of studies published in this field.

A micro-level view of development jargon. Jamul, David. v15(1982) no4:74-75. English.

A refreshing reminder of the obscurity of international development jargon.

Adult education and the urban poor. Adishesiah, Malcolm S. v13(1980) no3:7-13. English.

This article concentrates on the urban poor in developing countries, indicates the causes and manifestations of urban poverty and, finally, defines tasks of adult education.

Adult education and the urban poor. Bernardino, Felicit G. v13(1980) no3:14-26. English.

The author analyzes the policy guidelines in the Philippines pertaining to the urban/rural poor, the situation of the urban poor in this country, and programmes, projects and future actions which are available through adult education.

Adult education, basic human needs, and integrated development planning. Green, Reginald Herbold. v9(1976) no4:45-59. English.

Adult education has rarely been integrated into educational sector planning. Nor has it been designed specifically to serve basic development goals. The author argues that not only adult education and planning but also the attainment of basic human needs have suffered from this gap.

Adult education, development and international aid: some issues and trends. Kassam, Yusuf O. v19(1986) no3:1-12. English.

Reports on an international seminar organized in Sweden to enable those responsible for decision-making to discuss improvements in the substance and methods of international cooperation for adult education.

Adult education, development and social justice. v9(1976) no2:3-7. English.

An agenda for the International Conference on Adult Education and Development, June 1976, Dar es Salaam, Tanzania.

Adult education, food and development. Araujo, José Emilio G. v13(1980) no4:41-54. English.

Explores the inter-relationship between adult education, food and development, and proposes some approaches to resolving the problem of underdevelopment in the Latin American countries and the Caribbean.

Adult education, international aid and poverty: introduction. Duke, Chris. v13(1980) no3:1-6. English. Introduction to proceedings of a Working Session held by the International Council for Adult Education, Washington D.C., 2-3 June 1980. The issue includes an introduction and summary by Chris Duke and the Working Session timetable and participants.

African NGOs come of age: unite to form Pan-African development organization. Gayfer, Margaret. v20(1987) no2:86-88. English.

A profile of the Forum of African Voluntary Develop-

ment Organizations (FAVDO), a Pan-African organization to serve as a coordinating agency for the African NGOs.

African NGOs think-tank consultation: a common position "UNCED and Beyond". v25(1992) no2:88-91. English.

Reports on a roundtable of African NGOs and NGOs represented in Africa, held in Nairobi, Kenya, from February 15-18, 1992, to examine the UNCED Agenda and its implications for Africa.

Alternative and sustainable development. Bhasin, Kamla. v25(1992) no2:26-36. English.

The author outlines the main problems of mainstream development and presents her ideas about alternative, sustainable development.

Are non-governmental organizations "in"? Kerstiens, Thom. v15(1982) no4:61-65. English.

This article is extracted from a presentation by Dr Kerstiens on the essential role of NGOs in development and the challenges they still face.

Arusha conference adopts far-reaching charter for people's participation in development. v24(1991) no1/2:106-108. English.

An international conference held in Arusha, Tanzania, in February 1990, on the role of popular participation in development, identified the lack of a participatory process as the primary cause of Africa's economic catastrophe.

Declaration of Dar es Salaam: liberated man - the purpose of development. Nyerere, Julius K. v9(1976) no4:9-17. English.

The opening address given at the International Conference on Adult Education and Development in June 1976, in Dar es Salaam, Tanzania. The text of this address was adopted by the participants as the Conference's own basic statement on objectives and strategies for adult education and development.

Development and international co-operation: UN call for action. v8(1975) no3:13-16. English.

Summary of an 8-part resolution of UN General Assembly calling for international economic cooperation to accelerate development of emerging nations.

Environmentally sound alternatives: setting the context. Chaudhary, Anil K. v22(1989) no4:73-77. English.

Discusses some factors that contributed to the state of our threatened environment: colonialism, consumerism, industrialization. Argues that developing countries have abandoned the tendencies of their colonial masters and developed their own strategies of development that would not destroy our world.

Exploring the future. Ritchie-Calder. v7(1974) no4:59-

61. English.

Raises some questions related to technological assistance to less developed countries, and to the negative results of the use of technology.

From project bureaucracy to the flourishing of life: elements for a new relationship in financing adult education. Vió Grossi, Francisco. v19(1986) no4:1-29. English.

The author analyzes the aid chain for adult education and development, in order to suggest clues to improve its operation. Particular emphasis is placed on the issues of adult education, basic needs, self-reliance, and facing the crisis of styles in development.

Ideology and nation building: implications for adult education, training and development. Nettleford, Rex. v15(1982) no1:27-37. English.

Some issues of ideology and nation building are discussed in the context of development, cultural action and social change in the Caribbean.

II Feria de Creatividad y Tecnologías Populares: tiempo de ingenios y fantasías. v25(1992) no1:90-91. Spanish.

Reports on the II International Fair on People's Creativity, Alternative Technologies and the Environment, Centro El Canelo de Nos, Chile, 21-24 November, 1991. This event brought together popular inventors from all over the world presenting their technological contributions to local development and environment.

International education: a political action. Turner, Trevor; Williams, Richard M. v4(1971) no1:75-80. English.

Two Canadian projects are reviewed. One results from an OISE designed secondary school curriculum on underdevelopment in Africa, Asia and Latin America. The other is a community education project on crises in development.

La coopération au développement international: dilemmes et choix. Gérin-Lajoie, Paul. v9(1976) no1:20-29. French.

Identifies major dilemmas in international development cooperation such as assistance versus self-reliance, humanitarianism or self-interest, aid or cooperation.

Las prioridades de la educación de adultos en un mundo de crisis/Priorities for adult education in a world of crises/Priorités de l'éducation des adultes dans un monde en crise. Echeverría, Luis. v16(1983) no1:32-43. Spanish; French; English.

Underlines the existence of economic, political and social problems at both the local and world scale, and calls for a new role that adult education has to play in order to contribute effectively to the process of development.

Meeting basic needs is not beyond our reach. ul Haq, Mahub. v11(1978) no2:33-38. English.

This review of the status of the ongoing debate on the concept of basic needs in development policy is reprinted from the Nov.-Dec. 1977 issue of Report published by the World Bank.

Participatory development demands participatory training. Bhasin, Kamla. v24(1991) no4:5-15. English. A critical assessment of past trends in development: materialism, paternalism and patriarchy. The author argues that human resource development has become more crucial than economic and technical development.

Peasants and intellectuals: an essay review. Etherton, Michael. v14(1981) no4:17-28. English.

A review of papers and reports concerned with the relationship between academic research and Third World development programmes which make use of that research.

Perspective on development: search for the human equation. v9(1976) no2:8-46. English.

A review of significant conferences, sessions, meetings, reports, statements and declarations which resulted from the activities undertaken during the Second Development Decade.

Prospects for the North/South dialogue. Ramphal Shridath S. v11(1978) no2:72-74. English.

An extract from an address given to the European Atlantic Group. Focuses on the idea of self-reliance and the need for change.

Re-thinking women and development: the case for feminism. Anand, Anita. v15(1982) no1:17-26. English.

Describes mainstream development models and explains why women have been left out of the development process.

Relationship between adult education and poverty. Duke, Chris. v19(1986) no4:1-20. English.

This paper deals with the issues of aid, development and adult education. It introduces ICAE's project on poverty, development and international aid, and analyzes ICAE's contribution to the debate about meanings and forms of development.

Seeing ourselves in the global picture: guideposts for a sustainable future. Nickerson, Mike. v25(1992) no2:63-70. English.

This article examines one technique based on a co-operation of adults with different backgrounds, experience and approaches, which helps to demonstrate the relevance of the global perspective to their lives.

Solutions to development problems: ourselves as a

planetary community. Gremillion, Joseph. v11(1978) no3/4:12-18. English.

The author describes and analyzes two reports concerned with human development: 1-Reshaping the International Order, a report made in 1976 to the Club of Rome; 2-Conference on World Faiths and the New World Order, November 1977.

Solutions to the problems of development: not disaster but choice. Ward, Barbara. v11(1978) no3/4:2-11. English.

Analyzing deteriorating economic and environmental factors of development and the new economic order, the author argues that the world is offered not disaster but choice. International cooperation is necessary to repair economic and environmental damage.

The development challenge of today: meeting the basic needs of the poor. Williams, Maurice. v11(1978) no2:23-32. English.

If the development challenge, that is, meeting basic needs in the poor regions, investment in people, food security, healthy services and lowering the rate of population growth is to be achieved, a coordinated action by the developing countries and international agencies will be necessary.

The high cost of injustice. Demas, William G. v11(1978) no2:39-45. English.

Minimum basic needs have to be defined according to the level of development of a particular country. The basic needs strategy is likely to be more economical than the continuation of the policy of economic growth for its own sake.

The key issues facing Asia-Oceania region. v11(1978) no3/4:111-113. English.

Outlines recommendations of the Fourth Conference of Ministers of Education and Economic Planning for Asia and Oceania, held in Colombo, Sri Lanka, July 1978.

The New International Economic Order: education from a Third World perspective. Kassam, Yusuf O. v16(1983) no3:34-38. English.

A discussion of the need for education and development in the context of the international economic system which creates the economic and political domination of the Third World nations by the West.

The nutrition educator's role in access to food. Eide, Wenche Barth. v15(1982) no1:57-64. English.

Discusses nutrition problems and the nutrition educator's role in the context of development and underdevelopment issues to explain how food access patterns are shaped and changed.

The power of poverty. Tévoédjrè, Albert. v11(1978) no2:46-50. English.

In an interview, the author discusses the idea that

poverty has real potential to spur development.

The shape of our response. McNamara, Robert S. v5(1972) no4:7-11. English.

The president of the World Bank Group attempts to identify the needs of developing countries and formulates future tasks for all nations.

The significance of Habitat'76 to adult education. Draper, James A. v9(1976) no4:69-76. English.

The author reports on the UN Conference on Human Settlements which focused mainly on the problems of the natural environment and proposed that a separate international meeting should deal with the man-made environment.

Women in development: the issues for the Caribbean. Antrobus, Peggy. v13(1980) no1/2:60-64. English.

Issues such as the role and status of women are development and should be addressed within the wider framework of development planning. Comments on the failure to provide equal opportunities for women in the Caribbean and provides possible strategies for action.

World Food Day: role for adult education in struggle against hunger, malnutrition and poverty. v13(1980) no4:71-72. English.

The text of the resolution adopted by the unanimous decision of 147 governments meeting in Rome at the FAO Conference, November 1979.

Development of Adult Education

A selected bibliography of recent adult education publications in the United States. Niemi, John A.; Collins, Michael; Doxey, John A. v12(1979) no1/2:105-114. English.

An annotated bibliography of books, reports and journals in adult education.

AAACE puts adult education on trial. Hall, Budd L. v24(1991) no1/2:105-106. English.

The American Association for Adult and Continuing Education (AAACE) held its annual conference in Salt Lake City, U.S.A. The theme of the conference was "On Trial: the Education of Adults".

Adult education for social change: all-India Declaration on priorities and action. v15(1982) no4:38-43. English.

The Declaration and Recommendations of the 34th annual all-India Adult Education Conference endorse adult education as a movement and a national programme to bring about social change and equality.

Adult education journals of Europe. v2(1969) no1:89-94. English.

Up-to-date information on European adult education journals. Each entry includes data on association sponsorship, predominant content, language(s) used,

frequency of publication, annual subscription cost and name of publisher or distributor.

Adult education priorities for Unesco action. v10(1977) no3:73-74. English.

Reports on a consultation for adult education specialists to prepare Unesco's Draft Programme and Budget for 1979-80 and the Recommendation on the Development of Adult Education.

Adult education through a rear view mirror: the changing face of adult education over the last 25 years. Kulich, Jindra. v25(1992) no4:42-47. English. Outlines major trends and developments in Canadian adult education over the last 25 years.

Adult education with or without the universities? Knoll, J. H. v5(1972) no1:71-87. English.

The progress of adult education in the 1970s will depend on the support of the universities, research institutes and non-university agencies. The need for university adult education curricula and teacher training is underlined and main tasks of research outlined.

Adult educators need to tap the social conscience, say respondents to ICAE survey of members. v17(1984) no4:67-68. English.

An overview of major issues identified in the ICAE "Survey of Member Organizations" prepared by Dr. James Draper from OISE.

After Tokyo. v5(1972) no4:15-21. English. Excerpts from the Report of Commission I, concerned with adult education, literacy and education for rural development.

Asian perspective on Unesco 1985 World Conference. Wellings, John. v17(1984) no3:65-68. English. This report on the Asian and Pacific Consultation Meeting for the Preparation of the 1985 Unesco International Conference on Adult Education, held in Thailand, May 1983, focuses on the recommended agenda of the Conference.

Aspects of legislation for adult education. Dolf, Helmut. v11(1978) no2:69-71. English. The intention of this article is to underline the need for legislation in the field of adult education and outline the direction of this legislation.

Comparative research project on organization and structure of adult education in Europe. Maydl, Premysl; Savicky, Ivan. v19(1986) no3:61-69. English. The article describes the activities of the European Centre for Leisure and Education.

Controversy. v6(1973) no1:45-47. English. A series of discussions about significant issues in adult education begun in this issue of *Convergence*

with a debate on the application and practicability of the ideas of Paulo Freire.

Convergence 25th anniversary reflections. Hutchinson, Edward. v25(1992) no4:36-41. English. Highlights some landmarks leading to the development of the present international status of adult education, including the work of Folk High Schools in Scandinavian countries, extramural and extension courses in Britain and the U.S., the founding of the World Association for Adult Education, various adult education programmes, international cooperation through Unesco and the formation of ICAE.

Convergence flashback to 1960s and 1970s. Gayfer, Margaret; Martin, D'Arcy. v16(1983) no3:5-22. English.

An overview of the past 16 years of the journal, including Roby Kidd's first editorial and reprint of English and Spanish version of "Pedagogy and politics: adult education in Latin America" by D'Arcy Martin, first published in v4(1971) no1.

Critical issues for adult education. Gayfer, Margaret. v13(1980) no4:13. English.

The articles in this issue explore responsibilities and concerns for adult education as a way of looking at aspects of an agenda for the continuing education of adult educators.

Democratization. v5(1972) no3:20-26. English. The Tokyo Conference on Adult Education was particularly concerned with the issue of democratization of education, its definition and such implications as accessibility, continuity and functionality.

Editorial conversations. Andrilovic, Vlado; Hutchinson, Edward. v6(1973) no3/4:91-100. English.

A discussion of concepts of andragogy, workers' universities, methods of instruction, lifelong education and politics of education.

Editorial introduction. Yarmol-Franko, Karen. v25(1992) no3:3-4. English.

Introduces an issue with articles on literacy, women's development, the environment, health and development.

Editorial introduction. Yarmol-Franko, Karen. v25(1992) no4:3. English.

Introduces this special issue devoted to the history and development of adult education and commemorating 25 years of the journal's publication.

Editorial introduction. Yarmol-Franko, Karen. v23(1990) no2:3-4. English.

This editorial introduces the issue of *Convergence* which focuses on the work of adult educators honoured with the J. Roby Kidd Award over the past seven years.

Editorial introduction. Yarmol-Franko, Karen. v23(1990) no4:3. English.

This editorial introduces the issue featuring a variety of articles that concentrate on the ways in which improvement of the lives of people can be achieved by empowering them with skills and knowledge.

Education for development: strategy for action. v9(1976) no3:7-15. English.

Report of the International Conference on Adult Education and Development. Its goals, achievements and recommendations are briefly summarized.

European adult education ten years after the Montreal conference. Schouten, G. H. L. v3(1970) no2:72-75. English.

The U.K. Open University, television academies and community colleges are among recent developments in adult education. The author states that the main trend is towards lifelong learning and that the need for increased cooperation among all sectors of adult education is growing.

Exchanging ideas and experience in Europe: annual international meetings at Salzburg and Porec. Kulich, Jindra. v3(1970) no3:55-61. English.

The author compares two international conferences held annually; in Salzburg, where educators from the East and West discuss one particular subject, and in Porec, where participants, mainly from Eastern and Central Europe, discuss a wide range of andragogical themes.

Financial structure of adult education in Europe. Amberg, H. v3(1970) no1:64-68. English.

The author presents financial arrangements in 15 countries according to different bases for government financing.

Illusions of progress - confessions of an unreformed optimist. Duke, Chris. v25(1992) no4:57-64. English. In this personal account, the author remembers the formation of ICAE, his links with it, the Council's relationships with the Asian regional organization and international organizations, and the cycles of the ICAE's growth and difficulties.

Impressions of adult education 1968-1992. Charters, Alexander N. v25(1992) no4:83-91. English.

Outlines the author's view of an evolution of adult education further into the mainstream of education and lifelong learning world-wide over the last 25 years.

Information reports. v16(1983) no1:86-87. English. Reports on the three new adult education awards: 1 - J. Roby Kidd Annual Award; 2 - the McLuhan Teleglobe Canada Award; 3 - Cyril O. Houle World Award for Literature in Adult Education.

International Instrument on the Development of Adult Education. v8(1975) no3:1-7. English.

Unesco recommendations on goals and kinds of educational provision that should be available to all adults. Sections of the text are summarized.

Interpersonal relationships: U.S.A. 2000. Rogers, Carl R. v2(1969) no3:40-47. English.

The author attempts to identify alternatives for education in the future focusing on some problems of interpersonal relationships. The issues of urban crowding, closeness, intimacy and religion are underlined.

Key concepts for an alternative approach to adult education. Fletcher, Colin; Ruddock, Ralph. v19(1986) no2:41-48. English.

The authors propose an alternative approach for adult education studies, based on the concept of formation, understood as guided actions, which confirm common abilities and values, having an adequate, useful character and a sense of self-worth.

L'éducation des adultes en France depuis 1968. Lengrand, Paul. v25(1992) no4:65-72. French.

Reviews the state of adult education provision and legislation in France over the last 25 years.

L'éducation permanente. Dumazedier, Joffre. v3(1970) no1:17-25. French.

People with a high degree of educational attainment are the ones who make the greatest use of adult education opportunities. No system has made education equally available to disadvantaged and marginal groups.

La Cinquième Conférence de l'Association Africaine pour l'Éducation des Adultes. Bakwa, Mwelanzambi. v9(1976) no2:76-78. French.

The relationship between formal and nonformal education was the theme of the Fifth Annual Conference of the African Adult Education Association held in Kinshasa, Zaire.

La coordinación intrasectorial e intersectorial en los programas de educación de adultos de América Latina. Picón Espinoza, César. v9(1976) no3:27-31. Spanish.

Analyzes Latin American adult education programmes in terms of their degree of inter- and intra-sectoral coordination. The basic premises of coordination are identified.

Le concept de l'éducation des adultes de nos jours. De Clerck, Marcel. v5(1972) no1:17-26. French.

The author analyzes adult education in the broadest possible sense. To carry out any of its programmes requires effective interaction between aims, principles, and methods. One of the main problems has been that adult education copies the institutional

nature of formal education. This, in effect, prevents the implementation of needed changes.

Learning from and with liberation: report from ICAE China Symposium in Shanghai, May 1984. Duke, Chris. v17(1984) no3:4-10. English.

Several years of study visits and cooperation between ICAE and China resulted in the International Symposium on Adult Education, held in Shanghai, May 1984.

Leningradskii opyt po obucheniuyu vzroslykh. Lebediev, Oleg. v2(1969) no3:57-61. Russian.

The Research Institute of Evening Schools has successfully tried three approaches: 1-individual study groups; 2-combined full-time and correspondence programmes offered in six one-week study sessions; 3-differentiated training.

Letter to Doxiadis. Fuller, Buckminster. v2(1969) no3:3-13. English.

The second part of the statement by Dr. Fuller introduces his concepts of industrialization, design science, the service industry, prime design initiative, self-discipline, comprehensive coordination and world community.

Looking back and looking forward: 25 years of adult education. Stock, Arthur. v25(1992) no4:27-35. English.

The author looks at the progress of British adult education over the last 25 years as a move from "romanticism" to "modernism".

My journey through adult education. Adiseshiah, Malcolm S. v25(1992) no4:92-96. English.

The first president of ICAE writes about his experience in adult education from the 1920s to the present.

On some principles of modernizing the school system as a base for adult education. Kupisiewicz, Czeslaw. v5(1972) no3: 42-46. English.

Some modernization of the school system and adult education is necessary if the lifetime process of learning is to begin well. The author states six principles of such modernization.

Participation: the transformation of society and the Peruvian experience. Buttedahl Coycoolea, Paz; Buttedahl, Knut. v9(1976) no3:16-26. English.

Explores the relevance of participation in the process of social change and identifies the relationship between participation and adult education through the description of the Peruvian educational reform.

Pedagogika vzroslykh, eepredmeti zadachi. Darinski, Anatoli. v3(1970) no1:39-44. Russian.

The Research Institute of Adult Education in Leningrad is concerned with upgrading education of working adults, promoting post-school general education

and self-education.

Popular education and adult civic education: the Third World is a different place. Oliver, Leonard P. v20(1987) no1:40-50. English.

This report focuses on the World Assembly of Adult Education, held in Buenos Aires, Argentina, November 1985, which brought together 450 adult educators from 90 countries around its theme of Adult Education, Development and Peace.

Portugal's experiences of reform through popular initiative. Melo, Alberto. v11(1978) no1:28-40. English.

Soon after the end of the 50 year regime in Portugal (1974), the country entered into a process of dynamic educational reform. Experiences of grassroots and popular groups' initiatives are described.

Priority for adult education: ensuring the human dimension of development. Gardiner, Robert; Gayfer, Margaret. v13(1980) no4:14-23. English.

A conversation with Robert Gardiner, President of ICAE.

Questions pour les associations volontaires. Dumazedier, Joffre. v16(1983) no1:52-57. French.

The author stresses the specific role of non-governmental and voluntary associations in the development of adult education.

Réalisations et tendances de l'éducation des adultes en Amérique Centrale. Depienne, Albert. v6(1973) no3/4:85-90. French.

Facing population growth, government actions are needed to help to integrate adult education into the national planning for functional programmes.

Reflections upon the relevance of Paulo Freire for American adult education. London, Jack. v6(1973) no1:48-61. English.

The author's critical views on the American educational system underline the importance of Paulo Freire's ideas for American education in the future.

Research abstracts. v2(1969) no3:92-93. English.

Two works: the first on research and development in cross-cultural training, the second on the role of adult education in shaping citizens' behaviour in areas of community public affairs.

Research abstracts. v3(1970) no1:89-92. English.

Includes abstracts of 9 works on different aspects of adult education and workers' education.

Research abstracts. v4(1971) no4:89-93. English.

Includes three abstracts of work pertaining to research in adult education and training of adult educators.

Rich and vibrant colours: 25 years of adult education. Hall, Budd L. v25(1992) no4:4-16. English.

The former secretary general of ICAE explores the struggle for identity of adult education. Examples of adult education successes demonstrate basic characteristics of adult education: awareness, analysis and action.

Study circles in Finland. Royce, Marion. v3(1970) no1:69-73. English.

The study circle activity is a very important instrument in adult education in Finland. The author proposes its definition and describes its statutory basis and administration. Some activities such as correspondence study and involvement of voluntary organizations are presented.

Symposium summing up: new possibilities for mutual learning. Duke, Chris. v17(1984) no3:37-41. English.

Remarks made at the closing session of the International Symposium on Adult Education, held in Shanghai, 12-28 May 1984. This issue of *Convergence* includes also other papers from the Seminar.

The challenge of international leadership in adult education. v22(1989) no2/3:143-144. English.

A report on the first Leadership Workshop in International Adult Education, held in Chile, from September 10 to 29, 1989.

The coming of age of adult education: an interview with Dame Nita Barrow. Barrow, Nita; Yarmol-Franko, Karen. v25(1992) no4:48-56. English.

Former president of ICAE gives a personal account of the evolution of adult education since her participation in it.

The dynamic mandala of adult education. Draper, James A. v25(1992) no4:73-82. English.

"Mandala", a word adopted from Sanskrit, is used to represent the wholeness. The author outlines his view of the mandala of adult education, including the relationships between learning, education and schooling.

The ERIC Clearinghouse on Adult Education. DeCrow, Roger. v1(1968) no2:83-86. English.

The author describes services and adult education coverage of the Educational Resources Information Centre of the U.S. Office of Education.

The multitude of the wise, the welfare of the world. Mansbridge, Albert. v1(1968) no4:1-3. English.

Excerpts from the inaugural address to the 1929 World Conference on Adult Education by a pioneer educator who helped to establish adult education on three continents.

The multitude of the wise: the welfare of the world -

1972 World Conference on Adult Education. Kidd, J. Roby. v5(1972) no1:10-16. English.

The author reviews some developments that followed the 1960 World Conference: literacy, lifelong education, participation of non-governmental agencies in adult education and the importance of nonformal education.

The new institutions: from post-secondary to tertiary education. Thomas, Alan M. v2(1969) no3:48-56. English.

The author describes the new community colleges and similar institutions in USA, Canada, Great Britain and France. Although resistance to such innovations exists, the majority of colleges seek to involve the whole academic community in the new forms of education.

The search for a terminology of adult education and for better statistics: exploration in a semantic jungle. Bowers, John; la S. Fisher, E. A. v5(1972) no4:44-49. English.

Examines the role of the International Standard Classification of Education (ISCED) system for educational statistics and advocates the use of more clear and acceptable terminology.

The sound of people learning and organizing for change. Gayfer, Margaret. v25(1992) no4:17-26. English.

The author's 13 years of experience as editor of *Convergence* and first coordinator of the ICAE Women's Programme, provides her with the rare insight into the history and progress of the Council and its journal.

The system of values and adult education: goals and objectives. Krajnc, Ana. v7(1974) no4:15-23. English.

Every process of education must have a starting point in a clearly stated, coherent system of values. These values should stem from the most progressive social trends.

The Third International Conference: Tokyo. Kidd, J. Roby. v5(1972) no3:15-19. English.

The article highlights the main issues discussed at the conference.

Thoughts after Montreal. Hutchinson, E. M. v3(1970) no2:49-56. English.

The author reviews the development of adult education during the last two decades and opens up some questions as to how to promote international cooperation.

V. I. Lenin i narodnoe obrazovanie. Kashutin, Pavel. v3(1970) no1:79-83. Russian.

Lenin's contribution to adult education is noted for his decree to eliminate illiteracy, call for polytechnical education and concept of broad general education.

What's new in adult education: a tentative answer. Deleon, Aser. v3(1970) no2:57-63. English.

The author reviews several new issues in adult education: a comprehensive approach to education planning, technological advancement, the role of media and concept of lifelong education.

Writing in adult education, 1972. Kidd, J. Roby. v5(1972) no4:28-32. English.

The author discusses the significant writing that was in preparation for or stemmed from such developments in 1972 as the Third World Conference in Tokyo and seminar in Comparative Adult Education.

Disabled

Literacy and disabled persons: "don't label us as problems". v20(1987) no3/4:76. English; French.

"Emphasize our capabilities, not our disabilities; give us the chance to learn [...] was the central message from the workshop on Literacy and Disabled Persons, held during the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15, 1987.

Distance Education

A future for integrated correspondence study in developing countries. Singh, Bakhshish. v5(1972) no3:76-79. English.

The advantages of distance education over the conventional classroom instruction given in the colleges and universities in developing countries are outlined.

An extraordinary first year: Panjab University. Sharma, O. P. v5(1972) no3:74-76. English.

An increase in enrolment in correspondence courses is discussed.

Breaking the stranglehold of the school: the case of education for development in Africa. O'Khan Kabwasa, Nsang. v9(1976) no3:71-80. English.

People involved in the search for an African education have to resolve the problem of adapting education to African realities. Provides an example of the correspondence course for rural illiterate farmers.

Correspondence study: lost or found? Holmberg, Börje. v5(1972) no2:7-14. English.

Describes two main characteristics of correspondence study: course material and two-way communication and discusses the development of methods of home study.

Distance education research on understanding print. Mitton, Roger. v10(1977) no3:30-33. English.

Describes research undertaken by the Lesotho Distance Teaching Centre on people's ability to understand text and illustrations in order to identify the potential audience for two media: radio and print.

Education by correspondence in Turkey. Irmak, Mehmet. v5(1972) no3:80-85. English.

The author presents the historical development of correspondence teaching and difficulties encountered during the implementation of its methods in Turkey.

El Instituto Nacional de Cooperación Educativa. Padrón, Hiram. v5(1972) no2:60-63. Spanish.

The Institute provides non-credit courses and correspondence study for skilled work force.

Experiences in distance learning for adults: some questions, issues and choices. v11(1978) no3/4:72-82. English.

This paper, written for the Workshop on Distance Teaching and Rural Development, September 1977, argues that although distance education cannot be a substitute for formal schooling, it becomes increasingly important for its quantity and quality.

Integrating correspondence study with resident study at the university level. Sheath, Howard. v5(1972) no2:15-20. English.

Underlines the differences and similarities between correspondence and resident study. The relationship between teacher and student is emphasized as an important factor in resolving the problem of equal responsibility for teaching both internal and external students.

Integrating study guidance in distance education. Lampikoski, Karl. v11(1978) no3/4:100-107. English. This paper describes a project undertaken by the Institute of Marketing in Helsinki. The objective was to develop the educational activity corresponding to the new requirements of the field and to the growing possibilities of distance education.

L'enseignement par correspondance et l'éducation permanente. Pagny, Bernard. v5(1972) no2:43-50. French.

Both correspondence study and continuing education need to lose the image of a "last chance" education and be viewed as normal educational activities.

Learner autonomy: the second dimension of independent learning. Moore, Michael G. v5(1972) no2:76-88. English.

The author seeks a common point of a wide range of distance education programmes, and indicates that one such factor is the learner's autonomy.

New developments and changes in independent study: USA. Driscoll, William J. v5(1972) no2:26-36. English.

The author describes the independent study programmes in post-secondary institutions and emphasizes the role of professionalization, student services, instructional materials, and media.

New developments in Asia. Pereira, E. v5(1972) no3:70-74. English.

The article reports on a growing acceptance of correspondence education by Asian universities.

Professional education of workers by correspondence teaching. Berka, Miroslav. v5(1972) no3:58-69. English.

Unesco's project applies the methods of correspondence teaching to newly literate and semi-literate workers to raise them to a level which allows them to begin technical training.

Progressive changes in the content and methods of extramural studies at the Karl Marx University, Leipzig. Mohle, Horst. v5(1972) no2:37-42. English.

The author analyzes the process of reshaping the content of university courses, and changes in teaching methods and standards.

Radio learning campaigns: the Botswana experience. Kidd, Ross; Etherington, Alan. v11(1978) no3/4:83-92. English.

Describes Botswana's two radio learning campaigns organized on a massive scale in 1973 and 1976. Focuses on campaign planning and organization and the use of radio learning group campaigns.

Recent developments in radio/correspondence education in Kenya. Kinyanjui, Peter E. v5(1972) no2:51-59. English.

A combined radio/correspondence programme for teachers who needed certificates and wanted to upgrade their professional skills is presented.

Refugees and distance education. Inquai, Solomon. v23(1990) no3:37-48. English.

Outlines current practices in refugee education and identifies distance education as a possible solution to the inefficiencies of educational provision. Gives examples of distance education programmes, focusing on teacher's training and secondary level education for refugees.

Scandinavian correspondence education. Holmberg, Börje. v1(1968) no2 54-56. English.

The author describes the role of correspondence education in Sweden, Denmark, Norway and Finland, and discusses its important tasks: adult education training and upgrading.

Television and higher technical education of working people. Waniewicz, Ignacy. v1(1968) no2:18-22. English.

A report on the early stages of a higher education TV project whose aim is to improve the skills of technical workers through at-home viewing programmes and visits to consultation centres.

The challenge of correspondence education. Sloos,

Issac J. v3(1970) no1:74-78. English.

The author presents a correspondence school that offers 400 courses with 30,000 lessons. Needs for distance education and its development possibilities are discussed.

The necessity of further education in the professions and home study as a means of realization. Rebel, Karlheinz. v3(1970) no4:66-75. English.

Home study is put forward as a means for further education and as a method different from traditional correspondence courses.

Tutorial support in distance education: a Canadian example. Daniel, John; Meech, Alan. v11(1978) no3/4:93-99. English.

This article describes methods used by the Athabasca University, in Alberta, Canada. This institution specializes in open distance education at the post-secondary level.

Uchebnoe teledvidenie: opyt Leningradskogo Instituta. Konstantinov, Aleksandr. v5(1972) no2:21-25. Russian.

The organizational structure of the Institute, academic requirements and the use of TV programmes are described.

Vocational education at a distance. Dodds, Tony. v6(1973) no3/4:19-31. English.

The author describes the work of the experimental Mauritius College of the Air operating through broadcasting, correspondence and occasional face-to-face instruction.

Distance Education - Research/Evaluation

Improving correspondence instruction by means of electronics. Bááth, John A. v5(1972) no2:64-75. English.

Describes a new computer-assisted home study project in which the use of an optical scanner and automatic typewriter for correction and feedback is evaluated.

Research abstracts. v5(1972) no2:89-92. English.

Includes abstracts of work on the issues related to distance education.

Empowerment

Action culturelle et révolution culturelle. v6(1973) no1:85-92. French.

An extract from a working document produced by INODEP is an important discussion of theory and praxis of Paulo Freire, especially of his concept of conscientization.

Asian rural workers' groups develop own grassroots pedagogy. Rahman, Muhammad Anisur. v17(1984) no2:34-42. English.

An illustrative account of the participatory approach to rural workers' education. Four case studies in three countries: India, Sri Lanka and Philippines are presented.

By learning they can teach. Freire, Paulo. v6(1973) no1:78-84. English.

The author stresses the importance of dialogue which allows people to identify their experiences as real and worthy of sharing with others.

Demystifying literacy: reading, writing, and the struggle for liberation. James, Michael D. v23(1990) no1:14-26. English.

Illiteracy is most frequently addressed as a social or educational problem, rather than as a symptom of larger political contradictions. In each of these situations, literacy campaigns can provide new possibilities for citizens marginalized by economic, racial, and social division.

Education at the service of a more just world. O'Gorman, Frances. v23(1990) no2:15-19. English. Brazilian educator, the winner of 1987 J. Roby Kidd Award, presents the Ecumenical Center for Action and Reflection (CEAR), an organization working with marginalized community groups towards the transformation and empowerment.

From learning literacy to regenerating women's space: a story of women's empowerment in Nepal. Parajuli, Pramod; Enslin, Elizabeth. v23(1990) no1:44-56. English. The author describes a literacy programme in Nepal, which shows how the ability to read and write can be a force in the empowerment process of subordinated groups such as women.

La población marginada, objeto del Año Internacional de la Alfabetización. Freire, Paulo; Viezzer, Moema. v23(1990) no1:5-8. Spanish. Moema Viezzer interviews Paulo Freire, ICAE Honourary President and author of *Pedagogy of the Oppressed*, on the issue of literacy and marginalized people.

Listening to the voices of the marginalized: International Literacy Year. Barrow, Nita; Yarmol-Franko, Karen. v23(1990) no1:9-13. English. Convergence editor interviews Dame Nita Barrow, ICAE President, who makes a strong statement on International Literacy Year and marginalized people as she leaves her post as the President of ICAE.

Literacy and empowerment: a definition for literacy. Ramdas, Lalita. v20(1987) no3/4:54-57. English; French.

Explores the relationships between illiteracy and marginalization of people in both developed and developing societies. In this context, literacy, understood as a process of empowerment, becomes par-

ticularly significant in determining the strategies required to combat illiteracy wherever it is found.

Proverbs, parables and metaphors: applying Freire's concept of codification to Africa. Merrill, D. Ewert. v14(1981) no1:32-43. English.

This case study focuses on the use of parables, proverbs and metaphors as codification in an educational programme in rural Zaire. Its thesis is that Freire's concept of codification has tremendous conceptual power for transforming perspectives and providing hope.

To work for peace based on justice. Gaspar, Karl. v23(1990) no2:35-42. English.

The author, who won the J. Roby Kidd Award for 1984, has been involved in work for peace and justice as a member of the Redemptorist Mission Team in the Philippines.

Women and literacy: a quest for justice. Ramdas, Lalita. v23(1990) no1:27-43. English.

The author explores the relationships between literacy and justice in the global context, highlights the often neglected area of literacy for women, seeks definitions of literacy, its concepts, and its links with justice and outlines some future strategies of action.

'You have the Third World inside you': conversation by Paulo Freire. Costigan, Margaret; Freire, Paulo. v16(1983) no4:32-38. English.

The author, an Australian educator, interviewed Freire in Geneva, on January 4, 1980. She hopes to explore ways in which the implementation of a programme based on Freire's ideas would be possible in Australia.

Environmental Education

African NGOs think-tank consultation: a common position "UNCED and Beyond". v25(1992) no2:88-91. English.

Reports on a roundtable of African NGOs and NGOs represented in Africa, held in Nairobi, Kenya, from February 15-18, 1992, to examine the UNCED Agenda and its implications for Africa.

Alternative and sustainable development. Bhasin, Kamla. v25(1992) no2:26-36. English.

The author outlines the main problems of mainstream development and presents her ideas about alternative, sustainable development.

Community participation in the development of environmental health education materials. Comings, John P.; Frantz, Stephen C.; Cain, Bonnie J. v14(1981) no2:36-44. English.

Describes the Troy Project's photo-novel as a particular example of involving the participants of an environmental health education project in the overall production of health education materials.

Computer communications and environmental edu-

cation. Alm, Andy. v25(1992) no2:55-62. English.
The author explores the role of computer networking in environmental education and presents some successful examples of existing networks.

Conference Declaration on Environmental Education. v10(1977) no4:70-72. English.
Text of the declaration which includes the guidelines for future action in environmental education to create public awareness of the global problems.

Editorial introduction. Yarmol-Franko, Karen. v22(1989) no4:3-4. English.
Introduces this special issue of Convergence, which focuses on environmental education.

Education against environmental pollution in Nigeria. Oduaran, Akpovire B. v22(1989) no4:55-62. English.
The author describes the main factors of the environmental pollution in Nigeria, and addresses the issue of raising consciousness of environmental protection.

Emerging trends in environmental education in the English-speaking Caribbean. Howell, Calvin A. v22(1989) no4:45-54. English.
An evaluation of some of the environmental education programmes in the English-speaking countries of the Caribbean, since the Unesco and UNDP Intergovernmental Conference on Environmental Education in Tbilisi, USSR, October 1977.

Environment and adult education - towards a Danish dimension. Mikkelsen, Kent. v25(1992) no2:71-74. English.
The 92-Group was established under the Danish Our Common Future Campaign to provide information to the public about the United Nations Conference on Environment and Development (UNCED), and to initiate discussion of the main issues around the Conference.

Environmental adult education from the perspective of the adult learner. Finger, Matthias. v22(1989) no4:25-32. English.
Describes a particular conception of adult learning where learning is understood as a process closely linked to the total life of a person.

Environmental education in the Arab countries. Al Agib, Ibrahim. v25(1992) no2:75-76. English.
Outlines major objectives and priorities of environmental education in the Arab Region, including the role of the Arab League Educational Cultural and Scientific Organization (ALECSO).

Environmental education: what can we teach? Sutton, Peter. v22(1989) no4:5-12. English.
Explains how adult educators can assist in the preservation of the environment without ignoring the

justifiable desire of the majority of the human race to become wealthier and healthier.

Environmentally sound alternatives: setting the context. Chaudhary, Anil K. v22(1989) no4:73-77. English.
Discusses some factors that contributed to the state of our threatened environment: colonialism, consumerism, industrialization. Argues that developing countries have abandoned the tendencies of their colonial masters and developed their own strategies of development that would not destroy our world.

Forests are wealth: Tanzania forestry campaign. Kassam, Yusuf O. v22(1989) no4:33-38. English.
This article describes a six-month national radio study group campaign on village afforestation.

Learning and environmental action: plans for international activities put forward. v22(1989) no4:85-86. English.
Reports on the meeting held at York University's Faculty of Environmental Studies to discuss such topics as the survival of our planet, the distribution of resources, and the role of adult education in raising the consciousness of people.

Learning for environmental action. Viezzer, Moema. v25(1992) no2:3-8. English.
The International Coordinator of the Environmental Popular Education Programme of the ICAE introduces this special issue and outlines major challenges of environmental education.

Learning for Environmental Action Programme. v24(1991) no3:93. English.
ICAE announces the establishment of the Learning for Environmental Action Programme.

Learning to work diagonally: a self-reliant scavenger community in Indonesia. Besta, Marino, dian; Poerbo, Hasan; Otong, Nurdjanman. v22(1989) no4:39-44. English.
This photo essay attempts to present a ten-year consultative process between a variety of institutions and a small community of scavengers, and shows how this action led to the social learning of all participants.

Lessons from 500 years of a "new world order" - Towards the 21st century: education for quality of life. Benavides, Marta. v25(1992) no2:37-45. English.
This article explores the concept of sustainable societies, based on social justice and equity, economic viability, sound environment, popular participation and peace.

Managing the community's environment: grassroots participation and environmental education. Ibikunle-Johnson, Victor. v22(1989) no4:13-24. English.
The author shows how the awareness and attitude of

grassroots people can be mobilized at the local community level and transformed through participatory environmental education to generate motivation and skills for effective environmental management.

People's participation in environmentally sustainable development. v22(1989) no4:87-88. English. Reports on the Inter-Regional Consultation on People's Participation in Environmentally Sustainable Development, held in Manila, Philippines, June, 1990.

Popular education and ecology. v22(1989) no4:87. English.

In October 1988, at the General Assembly of Consejo de Educación de Adultos de América Latina (CEAAL), the Popular Education and Ecology Program was approved.

Popular education and the Fourth Biennial Congress on the Fate and Hope of the Earth. Hurst, John. v22(1989) no4:63-72. English.

Reports on the activities of the Fourth Biennial Congress and major themes of the discussion: development, justice, human rights and grassroots participation, peace, environment and global security.

Seeing ourselves in the global picture: guideposts for a sustainable future. Nickerson, Mike. v25(1992) no2:63-70. English.

This article examines one technique based on a cooperation of adults with different backgrounds, experience and approaches, which helps to demonstrate the relevance of the global perspective to their lives.

Strategies for green literacy. Usang, Ewa N. v25(1992) no2:46-54. English.

To achieve green thinking, the author presents the green literacy model based on the Freirean method, the functional method, and the organic method.

The Belgrade Charter: global framework for environmental education. v8(1975) no4:57-58. English.

The global framework and guiding principles for environmental education were agreed upon at the Unesco/UNDP International Workshop in Belgrade, October 1975.

The environment: a global issue. Strong, Maurice; Swinton, Kurt R. v6(1973) no2:45-56. English.

An interview with Maurice Strong, director of UNEP. Implications of the Stockholm Conference for the survival of the human species and the need for governmental action are discussed.

The need for environmental education for adults. Emmelin, Lars. v9(1976) no1:45-53. English.

Concludes that the lack of strong institutional structures is the most important problem of effective environmental education.

The significance of Habitat'76 to adult education. Draper, James A. v9(1976) no4:69-76. English.

The author reports on the UN Conference on Human Settlements which focused mainly on the problems of the natural environment and proposed that a separate international meeting should deal with the man-made environment.

The Stockholm Conference. v5(1972) no3:5-11. English. Includes a statement by the Conference Secretary General Maurice F. Strong, and the Declaration of Principles on Human Environment.

Toward a pedagogy of ecological responsibility: learning to reinhabit the Earth. Mische, Patricia M. v25(1992) no2:9-25. English.

If people and governments are to take responsibility for the environment, the new learning must include a better understanding of the upper and lower limits for ecological health and the Earth's living processes.

Functional Literacy

Adult functional illiteracy in Canada. Cairns, J.C. v10(1977) no1:43-52. English.

Explains why educational needs of the majority of inadequately educated Canadian adults cannot be met by existing adult basic education and literacy programmes.

Functional literacy in the context of adult education. v6(1973) no3/4:64-66. English.

29 main conclusions of the international symposium held in West Berlin, August 1973.

Fundamental education and functional literacy - problems and possibilities. Mason, Horace. v6(1973) no3/4:55-63. English.

An overview of some recent developments and programmes in functional literacy. The author comments on some aspects of current strategies and offers some suggestions for possible action on a Commonwealth basis.

Illiteracy and the public education system: who's responsible? v20(1987) no3/4:79-80. English; French. A discussion of issues raised at the workshop Literacy and Public Education: Illiteracy in Universally Accessible Public School Systems, held during the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15, 1987.

L'alphabétisation fonctionnelle au Centre de Formation Féminine. Bangoura, Mohamed Lamine. v23(1990) no2:11-14. French.

The author, who made an important contribution to functional literacy for women, presents a literacy and training project in Cameroon, for which he was awarded the J.Roby Kidd Award for 1988.

Literacy and justice issues for the public school sys-

tem. v20(1987) no3/4:81-83. English; French.

An overview of a discussion at the workshop on Literacy and Justice: Innovative Practices in the Public Education System, held during the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15, 1987.

Literacy: what do the definitions tell us? Hunter, Carman St. John. v20(1987) no3/4:23-26. English; French.

An overview of the existing definitions of literacy and reflection on what they are actually saying.

Not by will alone: notes on literacy in India. Bordia, Anil. v2(1969) no1:48-54. English.

The author underlines factors that limit social and economic change and seeks to examine how people can be motivated towards functional literacy programmes.

Seminar's focus on practice puts action at the human level. Gayfer, Margaret. v20(1987) no3/4:13-17. English; French.

An overview of the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15 1987, including its goals, planning process and main issues.

The training of facilitators in Nepal. Belbase, Lekh Nath. v18(1985) no3/4:119-122. English.

Reports on the Integrated Nonformal Education Programme, which provides training to locally recruited literate or neo-literate adults who are to act as facilitators of functional literacy programmes.

Traditionalism versus functionality in adult literacy education. Okenimkpe, M.N. v25(1992) no3:32-43. English.

Discusses basic definitions and approaches to literacy and argues that an exaggerated emphasis has been put on the concept of functional literacy at the expense of traditional literacy education.

USA takes new initiative on adult literacy. v16(1983) no4:80-81. English.

Information on the Initiative of Adult Literacy whose aim is to increase national attention to the promotion of functional literacy and to enhance the effectiveness and outreach of existing programmes.

Health Education

A Bangladesh experience in education and primary health care. Haque, Rezaul. v15(1982) no2:84-87. English.

Describes a health programme which includes training of doctors and paramedical workers, organization of medical services and publication of medical literature.

A participatory methodology for integrating literacy

and health education in Honduras. Atucha, Luis Maria Aller; Crone, Catherine D. v15(1982) no2:70-81. English.

Describes the Integrated Rural Project in Education whose primary objective is to develop a communications methodology for use in a programme that combines literacy, health education and family planning and that aims at improving living conditions.

Adult education and primary health care. Clark, Noreen M. v13(1980) no3:46-52. English.

Describes several ways in which adult education can be used to improve primary health care, including an example of a programme from Kenya focusing on family and community health.

Adult education and primary health care. Clark, Noreen M. v13(1980) no4:62-70. English.

Argues that if primary health care is to be efficient, society should focus on prevention and health promotion which can be achieved by adult education and community involvement.

Adult education and training of "barefoot" cadres. Murphy, Terry. v15(1982) no2:91. English.

Comments on the need for training of health paraprofessionals in the developing world.

Adult education integrates literacy, health and conscientization: the Mandar story. Vijayendra, T. v15(1982) no2:35-42. English.

Describes some attempts to break the cycle of poverty through raising the level of education and consciousness, and working to fulfil the basic needs for food, shelter and health care.

Adult education makes the crucial difference in training and mobilizing people. Johnston, Mary. v15(1982) no2:43-54. English.

The article describes an educational strategy of a voluntary organization, the Indonesia Sejahtera Foundation, to demonstrate the importance of adult education in training health workers and preparing other key people on which the success of primary health care depends.

An invitation to a dialogue. Tandon, Rajesh. v15(1982) no2:1-2. English.

Introduces this issue of Convergence focusing on adult education and primary health care. The articles provide a conceptual context for interlinkages and give specific illustrations of adult education in action, in a health related setting.

Community participation in the development of environmental health education materials. Comings, John P.; Frantz, Stephen C.; Cain, Bonnie J. v14(1981) no2:36-44. English.

Describes the Troy Project's photo-novel as a particular example of involving the participants of an envi-

ronmental health education project in the overall production of health education materials.

Factors of culture and change in health education for adults in Nigeria. Osuhor, P.C.; Osuhor, Ann. v11(1978) no2:63-68. English.

Summarizing main areas of health education for adults in Nigeria, the authors point out that culture and customs are among the most important considerations in planning educational programmes.

Guatemala project: the traditional laundering place as a non-formal health education setting. Colle, Royal D. v10(1977) no2:32-40. English.

Describes an information project (use of recorded short messages about health at the traditional laundering place) as measurement of the usefulness of communication link between resources and users.

Health by the people: the Zambian strategy. v15(1982) no2:87-88. English.

Presents some key elements of community participation and education in the health strategy of the Republic of Zambia.

Health education by appropriate technology: using the familiar to explain the new. Nichter, Mimi; Nichter, Mark. v19(1986) no1:63-72. English.

The authors focus on the use of analogy as a mode of communication and a means of establishing conceptual bridges between the known and the unknown in nutrition education and indigenous health.

Health, political will and participation: a Chinese strategy for total development. Rifkin, Susan. v15(1982) no2:55-59. English.

Comments on the Chinese health care model, its basic principles, features and structure. Considers some applications of the Chinese model outside China.

How health education by analogy gives villagers a sense of dignity. Nichter, Mimi. v19(1986) no2:64-67. English.

This article gives an example of the effectiveness of an education-by-analogy approach to health education with the field training of health educators in Sri Lanka.

ICAE starts an International Network for Primary Health Care and Popular Education. v19(1986) no2:73-74. English.

Information on the principles and action plan of the network established as a result of further development of the ICAE efforts to improve cooperation and dialogue between adult educators and health practitioners.

Indian health educator wins Roby Kidd award. v19(1986) no3:76. English.

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Anthya Madiath, a young adult educator, health worker and activist, is the winner of the 1986 J. Roby Kidd award.

Innovative training for hospital trustees. Reardon, Maria. v18(1985) no3/4:126-128. English.

This paper reviews an innovative education programme, developed by the Saskatchewan Health Care Association that uses adult education concepts and principles within the context of Boshier's model.

International commitment to action on health. Stensland, Per G. v11(1978) no3/4:64-71. English.

Reports on the International Conference on Primary Health Care in Alma Ata, USSR, held in September 1978. Includes the text of Alma Ata Declaration on Primary Health Care.

Knowledge belongs to everyone: the challenge for adult education and primary health care. Barrow, Nita. v14(1981) no2:45-52. English.

Underlines the importance of new approaches to health care that call for the participation of people in their mutual learning for self-reliance and for community level action.

La educación continua de profesionales de la salud - un modelo para su desarrollo. Stensland, Per G. v7(1974) no2:60-71. Spanish.

The author suggests a framework for planning and evaluating continuing education for professional health workers, in which special attention is given to the learner, his/her objectives, and the learning process.

Les Dakaraises à l'école du petit écran. Leeming, Owen. v1(1968) no2:51-53. French.

Reports on the first two years of a six-year experiment that began in 1966 in cooperation between Unesco and Senegal. An international team developed programme techniques for reaching underprivileged adults and started with health education directed towards women.

Mobilization for primary health care: role of adult education. Feuerstein, Marie-Thérèse. v15(1982) no2:23-34. English.

Analyzes five critical factors in mobilization for primary health care at the community and provincial levels, and the role of adult education in this process.

Mtu ni afya! Tanzania's mass health education campaign. Hall, Budd L. v7(1974) no1:71-78. English.

In April 1973, nearly 2 million adult Tanzanians began participating in a mass health education campaign. The article describes and evaluates its aims, methods and activities.

Nutrition education via radio commercials. v17(1984) no2:73. English.

A Filipino example of a radio commercial on nutri-

tion used to educate rural mothers.

Popular theatre promotes primary health care. v16(1983) no2:83. English.

Reports on a workshop held by the Zambia International Theatre Institute, and attended by health workers and theatre artists from Zambia, Tanzania and Swaziland.

Primary health care and adult education: opportunities for the joining of forces. Litsios, Socrates. v15(1982) no2:14-22. English.

The article explains how such movements as Health For All By The Year 2000 can contribute to the promotion and implementation of primary health care.

Promoting health education through adult education: some British experiences. Hornsey, Eileen. v15(1982) no2:60-69. English.

Describes the promotion of health education for adults by a variety of formal and informal programmes such as community education by the Open University or national campaigns. Stresses the importance of self-help and empowerment.

Quelques difficultés reliées à l'application des acquis nutritionnels chez des Burundaises du centre du santé de Musaga. Kamwenubusa, Marthe. v25(1992) no3:25-31. French.

Examines nonformal education programmes for women in developing countries and nutritional education for mothers in a health centre in Burundi.

The child as an agent of change. v15(1982) no2:89-90. English.

Excerpts from an evaluation of the CHILD-to-Child international programme launched in 1978.

The interlinkages between primary health care and adult education. Tandon, Rajesh. v15(1982) no2:3-13. English.

A discussion of the convergence of ideas and strategies in primary health care and adult education. The author suggests the roles that adult education can play in the promotion and implementation of primary health care.

The nutrition educator's role in access to food. Eide, Wenche Barth. v15(1982) no1:57-64. English.

Discusses nutrition problems and the nutrition educator's role in the context of development and underdevelopment issues to explain how food access patterns are shaped and changed.

The participatory imperative in primary health care. Hollnsteiner, Mary Racelis. v15(1982) no3:56-66. English.

A review of significant issues in the implementation of primary health care, with an emphasis on people's participation.

The role of NGOs in primary health care. Barrow, Nita. v15(1982) no2:92-93. English.

Excerpts of a Forum on the role of non-governmental organizations in primary health care, organized by the International Council of Voluntary Agencies.

Women in the front line of health care. Barrow, Nita. v15(1982) no2:82-84. English.

A part of Nita Barrow's paper Women in Health, prepared for the Sixth Commonwealth Health Ministers Meeting in Tanzania in 1980.

Health Education - Research/Evaluation

Data collection for community action - the Sentinel Site experience in Angola. Ruijter, Jose M. v24(1991) no4:25-29. English.

This article describes a survey of health problems related to water and sanitation in the municipality of Cazenga, one of the largest shanty towns in Luanda, with the population of 400,000.

Towards a new science: control and accountability in collaborations between workers and scientists. Merrifield, Juliet; Lippin, Tobi. v22(1989) no2/3:64-74. English.

The authors describe the experiences of the North Carolina health survey that focused on problems associated with stress among office workers, including a special section for operators of video display terminals.

Higher Education

A future for integrated correspondence study in developing countries. Singh, Bakhshish. v5(1972) no3:76-79. English.

The advantages of distance education over the conventional classroom instruction given in the colleges and universities in developing countries are outlined.

Adult education and universities: notes on the future. v10(1977) no3:83. English.

Excerpt from the article which questions whether universities have the capacity to change themselves in order to better relate to the needs of people in their societies.

Adult education and political participation: self-critical notes from Britain. Groombridge, Brian. v14(1981) no1:44-55. English.

A report on a Working Party set up by the Universities Council for Adult Education to reinterpret the traditional commitment of university-based adult education in the context of current concern about the processes and practice of participatory politics.

An extraordinary first year: Panjab University. Sharma, O. P. v5(1972) no3:74-76. English.

An increase in enrolment in correspondence courses is discussed.

Bibliography. v4(1971) no3:94. English.

Includes works on issues related to higher education.

Canadian community colleges: progress and problems. Campbell, Gordon. v4(1971) no3:78-85. English.

An overview of the provincial system of community college education, its administrative patterns, financing, and student body.

Developing research skills in professional staff: a study of adult education training in Kenya. Wass, Peter. v9(1976) no1:63-73. English.

Describes a nine-month programme offered at the University of Nairobi, and focuses on the students' experience in following an Applied Research Methods course.

Experience of education towards the future. Barbieri Masini, Eleonora. v8(1975) no3:77-86. English.

Educating people towards the future is in itself lifelong education as the author shows in describing her experiences with the first post-graduate course in future studies started in 1974.

Higher education and older adults. Durnall, Edward J. v18(1985) no1/2:109-110. English.

Describes four of the university's programmes for older adults, two of which were initiated at the University of New Hampshire.

Hillcroft College. v2(1969) no2:79-84. English.

Founded in 1920 to offer women without academic qualifications opportunities to widen their horizons and prepare for careers.

Historia y consecuencias de una crisis político-universitaria: emigración de científicos argentinos. de Slemenson, Marta. v4(1971) no3:72-77. Spanish. Examines special problems of post-secondary education in a developing country: a political coup in 1966 forced many of the faculty of the University of Buenos Aires to leave Argentina.

Integrating correspondence study with resident study at the university level. Sheath, Howard. v5(1972) no2:15-20. English.

Underlines the differences and similarities between correspondence and resident study. The relationship between teacher and student is emphasized as an important factor in resolving the problem of equal responsibility for teaching both internal and external students.

Junior colleges in Japan. v4(1971) no3:47-50. English. Excerpts from an OECD paper which examines goals of post-secondary education in modern Japanese society.

L'AUPELF et l'éducation permanente. Touchette,

Claude. v3(1970) no3:34-38. French.

L'AUPELF is a 56-member association of universities teaching partially or completely in French. Its 1970 conference recommended labour legislation to ensure the universal access to lifelong education, provision of further training, a coordinating body for universities in developing countries, and a world documentation centre.

L'Institut pour l'Étude des Méthodes de Direction de l'Enterprise. Leighton, D.S.R. v3(1970) no4:84-87. English.

The Institute in Lausanne, Switzerland is to launch master's degree programmes similar to the Harvard M.B.A. The curriculum of the programme is discussed.

Mir pod odnoi kryshei. Tains, Slava. v5(1972) no3:37-41. Russian.

The Friendship University in Moscow was established to train national cadres for developing African nations.

National Open University for India. v19(1986) no1:74. English.

Reports on the foundation stone laying ceremony at the Maidan Garhi, where a well-planned campus will be built.

New developments and changes in independent study: USA. Driscoll, William J. v5(1972) no2:26-36. English.

The author describes the independent study programmes in post-secondary institutions and emphasizes the role of professionalization, student services, instructional materials, and media.

New developments in Asia. Pereira, E. v5(1972) no3:70-74. English.

The article reports on a growing acceptance of correspondence education by Asian universities.

Policy and planning for postsecondary education in Norway. Ottosen, Kristian. v4(1971) no3:42-46. English.

The author predicts that since 70% of young people will soon qualify for post-secondary education, an emphasis of the future system of education will be on universities, university colleges and district colleges.

Post-experience and the British universities. Styler, W.E. v7(1974) no1:23-38. English.

The article describes "post-experience" programmes at the British universities and discusses their role in the broader context of continuing education.

Postsecondary education: United Kingdom. v4(1971) no3:58-62. English.

Presents national educational policy concerning two levels of higher education: 1- universities; 2- technical colleges and teacher colleges.

Postsecondary, tertiary, short-cycle, and recurrent education. Kidd, J. Roby. v4(1971) no3:10-16. English. The author points out that the problems of terminology within higher education stem from historical differences. Newly-developed postsecondary forms require preparation and professional development of faculty.

Problems in the coordination of CAE's, universities, and teachers' colleges in Australia. Law, Philip. v4(1971) no3:34-41. English.

This article describes the evolution of the CAE's and discusses the organizational problems such as planning and financing of a multi-college system.

Progressive changes in the content and methods of extramural studies at the Karl Marx University, Leipzig. Mohle, Horst. v5(1972) no2:37-42. English. The author analyzes the process of reshaping the content of university courses, and changes in teaching methods and standards.

Research studies and the education of educators: a report from Poland. Pólturzycki, Józef. v9(1976) no1:37-42. English.

Describes development of adult education as a discipline and its presence in university curricula and research.

The African university and its community: the search for a relevant role. Yousif, Abdelwahid A. v9(1976) no2:64-75. English.

The role of a university and challenge of independence are analyzed in the context of higher education in Africa.

The first universities: Takshasila and Nalanda. v2(1969) no3:80-83. English.

Describes and evaluates programme of study and type of administration at two Indian centres: Takshasila established in 1000 BC as an international community for scholars, and Nalanda which existed from 425 to 1205 AD.

The new institutions: from post-secondary to tertiary education. Thomas, Alan M. v2(1969) no3:48-56. English.

The author describes the new community colleges and similar institutions in USA, Canada, Great Britain and France. Although resistance to such innovations exists, the majority of colleges seek to involve the whole academic community in the new forms of education.

The Norwegian Regional College System in the context of decentralization policies. Hanisch, Thor Einar. v12(1979) no4:29-40. English.

A discussion and evaluation of the main principles of a new regional college system developed in Norway. Focuses on the question of equality, factors affecting

achievement, decision making process, role of government and other institutions.

The Open University. v2(1969) no3:19-28. English.

Abstract of the report of the Planning Committee to the Secretary of State for Education and Science which attempts to determine goals, administrative structure, curricula, staffing and financing of the Open University in England.

The Open University as a cooperative enterprise. Robinson, John. v4(1971) no3:86-93. English.

This article looks at the complex network of cooperation that has had to be created for the Open University to be established.

The organization of community services in the junior college. Cummiskey, Kenneth J. v4(1971) no3:63-71. English.

The author presents activities of a two-year college, provides definitions of community services and evaluates several organizational patterns of the community services.

The Radcliffe Institute, Cambridge, Mass., U.S.A. Smith, Constance E. v2(1969) no2:56-61. English.

The Institute helps women to continue their intellectual and professional development by offering fellowships, guidance and new vocational programmes.

Towards new structures of post-secondary education. v4(1971) no3:17-28. English.

Excerpt from an OECD paper. Existing types of higher education institutions as well as their objectives and dilemmas are identified.

Tutorial support in distance education: a Canadian example. Daniel, John; Meech, Alan. v11(1978) no3/4:93-99. English.

This article describes methods used by the Athabasca University, in Alberta, Canada. This institution specializes in open distance education at the post-secondary level.

Uchebnoe teledidanie: opyt Leningradskogo Instituta. Konstantinov, Aleksandr. v5(1972) no2:21-25. Russian.

The organizational structure of the Institute, academic requirements and the use of TV programmes are described.

Universities and nonformal adult education. Draper, James A. v19(1986) no3:70-75. English.

This article is based on a survey of the Commonwealth universities, undertaken to explore the ways in which institutions of higher education are involved in nonformal education.

Western higher education and identity conflict: the Egyptian female professional. Cochran, Judith.

v25(1992) no3:66-78. English.

The Egyptian female professional appears to have strong economic and social encouragement to pursue a career. The author examines why Egyptian professional women are underemployed, employed part-time or not at all in the field for which they were trained.

History of Adult Education

Adult education through a rear view mirror: the changing face of adult education over the last 25 years. Kulich, Jindra. v25(1992) no4:42-47. English. Outlines major trends and developments in Canadian adult education over the last 25 years.

Albert Mansbridge and the first World Association for Adult Education. Jennings, Bernard. v17(1984) no4:55-63. English.

An overview of the World Association's development, activities and failure, and Mansbridge's aspirations and ideas.

Condorcet. Grenon, Michel. v2(1969) no4:78-84. English.

Condorcet, a French educator, proposed the organization of free education at five levels, from primary to university. Its main innovation was that each level included a programme for adults.

Convergence 25th anniversary reflections. Hutchinson, Edward. v25(1992) no4:36-41. English. Highlights some landmarks leading to the development of the present international status of adult education, including the work of Folk High Schools in Scandinavian countries, extramural and extension courses in Britain and the U.S., the founding of the World Association for Adult Education, various adult education programmes, international cooperation through Unesco and the formation of ICAE.

Danish folk high schools in the new industrial state. Engberg-Pedersen, H. v3(1970) no1:84-88. English. The author discusses the history of Danish folk high schools since 1844 and describes their practical goals such as vocational training and new approaches such as lifelong integrated education. Changing behaviour of students creates new challenges to educators.

Editorial introduction. Yarmol-Franko, Karen. v25(1992) no4:3. English.

Introduces this special issue devoted to the history and development of adult education and commemorating 25 years of the journal's publication.

First Conference on History of Adult Education. Legge, Derek. v19(1986) no2:74-76. English.

Reports on the conference held in Oxford, England, 14-17 July 1986.

History's part in the comparative study of adult
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education. Carlson, Robert A. v3(1970) no3:39-42. English.

The comparative history of adult education is concerned with looking at differences and similarities in two or more areas (e.g. national level, institution, separate problem).

Illusions of progress - confessions of an unreformed optimist. Duke, Chris. v25(1992) no4:57-64. English. In this personal account, the author remembers the formation of ICAE, his links with it, the Council's relationships with the Asian regional organization and international organizations, and the cycles of the ICAE's growth and difficulties.

Impressions of adult education 1968-1992. Charters, Alexander N. v25(1992) no4:83-91. English.

Outlines the author's view of an evolution of adult education further into the mainstream of education and lifelong learning world-wide over the last 25 years.

José Martí. v4(1971) no1:81-85. English.

This Cuban revolutionary and writer puts great emphasis on education. He believed that curriculum should be based on the national culture and tradition.

L'éducation des adultes en France depuis 1968. Lengrand, Paul. v25(1992) no4:65-72. French.

Reviews the state of adult education provision and legislation in France over the last 25 years.

Looking back and looking forward: 25 years of adult education. Stock, Arthur. v25(1992) no4:27-35. English.

The author looks at the progress of British adult education over the last 25 years as a move from "romanticism" to "modernism".

My journey through adult education. Adiseshiah, Malcolm S. v25(1992) no4:92-96. English.

The first president of ICAE writes about his experience in adult education from the 1920s to the present.

Philadelphia's Junto: learning can be fun. Pyle, Hugh G. v2(1969) no1:77-80. English.

The concept of discussion group activities was introduced in North America by the Junto Group in 1772. The Junto Group was reborn in 1941 and has since enrolled over 250,000 adults.

Project and network on history of adult education. v16(1983) no1:84-85. English.

Reports on the organization of a network for people interested in comparative studies on the history of adult education.

Questions from the past of appropriate methodology for adult learners. Keane, Patrick. v17(1984) no2:52-64. English.

This paper explores some 19th century educational writing to identify prevailing conceptions of learning environments and methodology appropriate to adult learners, and to explain their apparent lack of impact.

Rich and vibrant colours: 25 years of adult education. Hall, Budd L. v25(1992) no4:4-16. English.

The former secretary general of ICAE explores the struggle for identity of adult education. Examples of adult education successes demonstrate basic characteristics of adult education: awareness, analysis and action.

Studies in the history of Swedish popular education. Uddman, Ralph. v17(1984) no2:68-70. English.

A national report prepared for the workshop on the development of comparative studies of the history of adult education, held during the October 1982 Paris Conference of ICAE.

The coming of age of adult education: an interview with Dame Nita Barrow. Barrow, Nita; Yarnol-Franko, Karen. v25(1992) no4:48-56. English.

Former president of ICAE gives a personal account of the evolution of adult education since her participation in it.

The dynamic mandala of adult education. Draper, James A. v25(1992) no4:73-82. English.

"Mandala", a word adopted from Sanskrit, is used to represent the wholeness. The author outlines his view of the mandala of adult education, including the relationships between learning, education and schooling.

The first universities: Takshasila and Nalanda. v2(1969) no3:80-83. English.

Describes and evaluates programme of study and type of administration at two Indian centres: Takshasila established in 1000 BC as an international community for scholars, and Nalanda which existed from 425 to 1205 AD.

The international heritage of adult education. Gayfer, Margaret. v17(1984) no4:54-55. English.

An overview of main developments in international adult education, stressing its continuity and international heritage.

The sound of people learning and organizing for change. Gayfer, Margaret. v25(1992) no4:17-26. English.

The author's 13 years of experience as editor of Convergence and first coordinator of the ICAE Women's Programme, provides her with the rare insight into the history and progress of the Council and its journal.

Thomas Jefferson. Verner, Coolie. v3(1970) no4:88-

90. English.

The author presents Jefferson's views on education and his belief in free public education.

V. I. Lenin i narodnoe obrazovanie. Kashutin, Pavel. v3(1970) no1:79-83. Russian.

Lenin's contribution to adult education is noted for his decree to eliminate illiteracy, call for polytechnical education and concept of broad general education.

Village colleges. Fisher, Norman. v4(1968) no4:70-73. English.

The author discusses the role of the village colleges founded in England by Henry Morris.

Indigenous People

Aboriginal justice, democracy and adult education. Holt, Lillian. v25(1992) no1:18-22. English.

The author, who is the principal of the Aboriginal Community College in Port Adelaide, Australia, stresses that adult education needs to embrace holistic Indigenous knowledge and learning, focusing on the spiritual, the physical and the mental.

Always together, Yaka Cäna: participatory research at Yirrkala as part of the development of a Yolngu education. Marika, Raymattja; Ngurruwuthun, Dayngawa; White, Leon. v25(1992) no1:23-40. English.

A major transformation in education has occurred through the use of a participatory research approach. This paper outlines some of the important aspects of the use of research in the development of education and schooling at Yirrkala, in the Northern Territory of Australia.

Bridging native and western science. Colorado, Pam. v21(1988) no2/3:49-72. English.

This paper presents an epistemological foundation of native science and explores the possibility of creating a scientific infrastructure by the use of participatory research.

Collective wisdom: participatory research and Canada's native people. Brant Castellano, Marlene. v19(1986) no3:50-60. English; French; Spanish.

The author examines the process and benefits of participatory research. Provides an example of the efforts of Canada's indigenous people to solve the thorny issue of family and child welfare.

Health education by appropriate technology: using the familiar to explain the new. Nichter, Mimi; Nichter, Mark. v19(1986) no1:63-72. English.

The authors focus on the use of analogy as a mode of communication and a means of establishing conceptual bridges between the known and the unknown in nutrition education and indigenous health.

Defeat of isolation: the isolated in education. Kidd, J. Roby. v16(1983) no3:54-58. English.

The author indicates dehumanizing consequences of isolation of indigenous groups and attempts to provide some solutions.

Editorial introduction. Yarmol-Franko, Karen. v25(1992) no1:3-4. English.

An introduction to this special issue on Indigenous knowledge and learning, including articles on Indigenous people of Australia, Asia and the Americas.

Educational radio programme for nomadic people. Ezeomah, Chimah. v16(1983) no3:59-64. English.

Describes an educational programme suited to nomadic Fulani's way of life, organized by the Nigerian Government and educational authorities. The objectives of the programme and programme reception are also discussed.

El museo nacional de antropología de México. López, Gilberto. v3(1970) no2:76-82. English.

Mexico's famous National Museum of Anthropology, built in 1960, concentrates on the cultural panorama of indigenous peoples and their civilization.

INDICEP y la educación popular en América Latina - grandes corrientes ideológicas. v4(1971) no4:45-54. Spanish.

The members of INDICEP believe that their efforts to bring literacy to the Quechua and Aymara Indians of Bolivia should help the Indian population to become conscious of their own cultural values.

Indigenous Committee 500 strengthens spirit. v25(1992) no1:88-89. English.

Strengthening the Spirit - Beyond the 500 Years was the theme of the International Conference of the Indigenous Nations of America, held in Ottawa-Hull, Canada, November 10-14, 1991. The text of the Universal Declaration of the First Nations, adopted by the conference is provided.

Knowledge and power in Aboriginal adult education. Foley, Griff; Flowers, Rick. v25(1992) no1:61-74. English.

An outline of a research project conducted by the authors in Aboriginal communities in New South Wales, Australia. The colonial relationships are a major obstacle to effective adult education programmes. Only the creation of a participatory programme development will enable Aboriginal people to control their own education.

La casa de Ibeorgun: la democracia de los Kunas. Leis, Raúl (Olotilakiler). v25(1992) no1:41-49. Spanish.

This article presents the Kuna community, inhabiting the islands of the coast of Panama, as an example of Indigenous political and social organization based on history and tradition.

La dinamización cultural. v6(1973) no2:28-44. Spanish.

The article describes the work of the Institute of Cultural Research for Popular Education (INDICEP) and its strategy of "cultural dynamization" in adult education focusing on the Aymara Indian peoples of Bolivia, Peru and Chile.

Popular theatre teaches skills and motivates Inuit young people of Canada's Arctic. Hamilton, Ellen. v20(1987) no2:42-48. English.

The author developed a programme of experimental theatre to teach communication skills and to motivate Inuit people in a small community in the Northwest Territories of Canada, to better understand the change from a traditional society to a modern one.

Reflections on a consultation on the development of tribals in Asia. Bean, Wilf. v25(1992) no1:5-17. English.

An account of a six-day consultation whose goal was to examine the contemporary development issues facing Indigenous peoples, organized by the Coady International Institute in Antigonish, Nova Scotia, Canada, in October 1989.

Revisiting the boats and the canoes: popular education around the 500 Years. Barndt, Deborah. v25(1992) no1:50-60. English.

Describes a workshop series Recovering Stories of 500 Years of Resistance, organized by Native and non-Native community activists, held in Toronto beginning in October 1991.

Second Continental Encounter - 500 years of Indigenous, Black and People's Resistance. v25(1992) no1: 85-87. English.

Reports on the conference held in Xelajú (Quetzaltenango), Guatemala, October 7-12, 1991. The conference adopted the Declaration of Xelajú.

The Cree lexicography. Griffin, D. K. v4(1971) no4:84-88. English.

The life and educational efforts of James Evans, as well as his invention of a system of transcribing the Cree language are presented.

The flight of the pelican: training of aboriginal adult educators in Australia. Willis, Peter. v19(1986) no1:32-38. English.

This case study is a personalized account of the discovery of an inductive method of adult education training for aboriginal adult educators.

World Council of Indigenous Peoples holds Sixth General Assembly. v23(1990) no4:77-78. English.

An information report on Our Common Future, the Sixth General Assembly and International Conference of the World Council of Indigenous Peoples (WCIP), held in August 1990, in Tromsø, Norway.

International Cooperation

Adult education and multi-media systems. v10(1977) no1:73. English.

Excerpts from the recommendations of a seminar in Brussels, Dec. 1976, focusing on the need for an integrated organizational structure of the agencies, necessary for effective multi-media systems.

Adult education, development and international aid: some issues and trends. Kassam, Yusuf O. v19(1986) no3:1-12. English.

Reports on an international seminar organized in Sweden to enable those responsible for decision-making to discuss improvements in the substance and methods of international cooperation for adult education.

Adult education, development and social justice. v9(1976) no2:3-7. English.

An agenda for the International Conference on Adult Education and Development, June 1976, Dar es Salaam, Tanzania.

Adult education, international aid and poverty: introduction. Duke, Chris. v13(1980) no3:1-6. English. Introduction to proceedings of a Working Session held by the International Council for Adult Education, Washington D.C., 2-3 June 1980. The issue includes an introduction and summary by Chris Duke and the Working Session timetable and participants.

Co-ordination and co-operation at local, national and international level. Duke, Chris. v12(1979) no3:8-20. English.

A paper presented at the Commonwealth Conference on Non-formal Education for Development, held in Delhi, January 1979. Discusses nonformal education in the political, social, and economic context of development. Focuses on issues concerning cooperation and coordination at the local, national and international level.

Consulta Técnica Regional de Educación de Adultes en América Latina y el Caribe / Unesco Consultation for Latin America and Caribbean. v17(1984) no1:66-69. Spanish; English.

Report on the Regional Technical Consultation for the 1985 Unesco International Conference on Adult Education, held in Cuba, September 1983.

Development and international co-operation: UN call for action. v8(1975) no3:13-16. English. Summary of an 8-part resolution of UN General Assembly calling for international economic cooperation to accelerate development of emerging nations.

Educational aid for Latin America. Dolff, Helmuth. v1(1968) no3:69-73. English.

Describes aid provided by the Federal Republic of

Germany to Latin America through the Instituto Centroamericano de Extensión de la Cultura (ICECU) established in Costa Rica in 1963.

Educational consultancy and advice. Harris, W. Jack A. v7(1974) no4:50-58. English.

Discusses some of the personal and technical problems inherent in cross-cultural consultancy work.

Empowering women through education: lessons from international cooperation. Stromquist, Nelly. v19(1986) no4:1-22. English.

The author examines the contribution of nonformal education toward the conditions of women within the context of international agency support, and analyzes the patterns of the state and NGOs' effectiveness in providing nonformal education programmes for women.

Faciliter l'accès à la culture, à l'éducation et aux loisirs / Broadening access to culture, education and leisure. Henry, André. v16(1983) no1:64-71. French; English.

Calls for the international coordination of efforts of governments and non-governmental organizations in organizing the free transfer of knowledge of each culture, and dialogue between the cultures.

From project bureaucracy to the flourishing of life: elements for a new relationship in financing adult education. Vió Grossi, Francisco. v19(1986) no4:1-29. English.

The author analyzes the aid chain for adult education and development, in order to suggest clues to improve its operation. Particular emphasis is placed on the issues of adult education, basic needs, self-reliance, and facing the crisis of styles in development.

International Bureau of Education: an international information system in adult education. v5(1972) no3:86-94. English.

One of the papers presented at the Third International Conference on Adult Education in Tokyo which discusses the role of the IBE in information exchange and development of systems to facilitate storage and retrieval of information in adult education.

International Seminar on Nonviolent Action. v10(1977) no3:68-70. English.

Information on the seminar that was the central event of a project whose primary goal was to strengthen the worldwide network of nonviolent action groups.

International understanding - the "second concern". Jessup, Frank W. v3(1970) no2:19-24. English.

The author argues that adult education has to play a significant role in furthering international and interracial understanding. It involves the efforts to broaden the knowledge of other people's cultures and their

economic and social problems, as well as acceptance of others.

La coopération au développement international: dilemmes et choix. Gérin-Lajoie, Paul. v9(1976) no1:20-29. French.

Identifies major dilemmas in international development cooperation such as assistance versus self-reliance, humanitarianism or self-interest, aid or cooperation.

Learning and environmental action: plans for international activities put forward. v22(1989) no4:85-86. English.

Reports on the meeting held at York University's Faculty of Environmental Studies to discuss such topics as the survival of our planet, the distribution of resources, and the role of adult education in raising the consciousness of people.

Need new NGO cooperation on key development issues. Mulira, Enoch E.K. v17(1984) no3:56-58. English.

Provides suggestions for a joint action of several international development agencies to assist developing countries.

New networks in operation. v16(1983) no1:83. English.

The starting of new networks and the strengthening of existing ones was an important result of the interaction in policy working groups and special interest workshops during the ICAE Paris Conference, October 82.

People's participation in environmentally sustainable development. v22(1989) no4:87-88. English.

Reports on the Inter-Regional Consultation on People's Participation in Environmentally Sustainable Development, held in Manila, Philippines, June, 1990.

Perspective on development: search for the human equation. v9(1976) no2:8-46. English.

A review of significant conferences, sessions, meetings, reports, statements and declarations which resulted from the activities undertaken during the Second Development Decade.

Problems and objectives of Unesco for 1977-1982. v10(1977) no1:67-69. English.

Ten problem areas are human rights, peace, development, science and technology, education, equal opportunities, environment, population, communication and exchange of information.

Relationship between adult education and poverty. Duke, Chris. v19(1986) no4:1-20. English.

This paper deals with the issues of aid, development and adult education. It introduces ICAE's project on poverty, development and international aid, and

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analyzes ICAE's contribution to the debate about meanings and forms of development.

Solutions to the problems of development: not disaster but choice. Ward, Barbara. v11(1978) no3/4:2-11. English.

Analyzing deteriorating economic and environmental factors of development and the new economic order, the author argues that the world is offered not disaster but choice. International cooperation is necessary to repair economic and environmental damage.

The development challenge of today: meeting the basic needs of the poor. Williams, Maurice. v11(1978) no2:23-32. English.

If the development challenge, that is, meeting basic needs in the poor regions, investment in people, food security, healthy services and lowering the rate of population growth is to be achieved, a coordinated action by the developing countries and international agencies will be necessary.

The key issues facing Asia-Oceania region. v11(1978) no3/4:111-113. English.

Outlines recommendations of the Fourth Conference of Ministers of Education and Economic Planning for Asia and Oceania, held in Colombo, Sri Lanka, July 1978.

The Pugwash Conferences: an interview with Cyrus Eaton. Kidd, J. Roby. v2(1969) no3:62-68. English.

Focuses on the role of high level privately-sponsored conferences during which leaders in science, education and philosophy, in spite of the Cold War tensions, are able to talk to each other.

The role of NGOs in the field of adult education. Hall, Budd L. v19(1986) no4:1-20. English.

This article describes the development of NGOs, their variety, scope, activities and main characteristics. A very strong growth over the years in the number of NGOs in the field of adult education is noted.

The Stockholm Conference. v5(1972) no3:5-11. English.

Includes a statement by the Conference Secretary General Maurice F. Strong, and the Declaration of Principles on Human Environment.

The Women's Program, ICAE. v21(1988) no4:87-91. English.

Reports on the activities of the Women's Programme: the international coordination of a large network of adult educators in different regions, exchange of experiences and information, publication of materials and actions to promote the role of women within the adult education movement.

Towards international cooperation and solidarity.

Hall, Budd L. v16(1983) no1:58-63. English.
In this article, an issue of international cooperation is related to such questions as education for peace, the North-South dialogue, new technology, migration and immigration.

International Education

1970 - International Education Year. Maheu, René. v3(1970) no1:12-13. English.

An opening address of the Director General of Unesco for International Education Year stressing that education is a basic right of every human being and a necessary factor of democracy and progress.

A case study in co-operation: the European Bureau of Adult Education. Hutchinson, Edward. v6(1973) no3/4:40-50. English.

The historical background and today's activities of the European Bureau of Adult Education.

A personal statement on North-South solidarity. de Vries, Jan. v15(1982) no1:81-82. English.

Presents the situation of formal and nonformal adult education systems in Europe and compares them with the popular education movement in Latin America.

Adult education and development. v8(1975) no2:1-4. English.

Discusses major issues and concerns of the forthcoming international conference on Adult Education and Development in Tanzania, June 21-26, 1976.

Adult Education Meeting of Mediterranean Countries. Krajnc, Ana. v16(1983) no3:74. English.

Reports on the third meeting and informs on the aim of the group, problems discussed and future programmes.

Building study circles. v22(1989) no4:89. English.

As a result of the New Sweden '88 Adult Education Project, a tour of Swedish adult educators through North America, and the June 1989 follow-up on programmes in Sweden, the Study Circle Circular has emerged.

Conference comments from participants. v16(1983) no1:10-15. English.

Opinions of 17 participants on the organization, scope and importance of the ICAE International Adult Education Conference, Paris, October 1982.

Conference of national organizations for co-operation in adult education. James, David. v7(1974) no3:61-68. English.

A discussion of functions, structures, organization and membership of national associations and their relationships with governments.

Consulta Técnica Regional de Educación de Adultes

en América Latina y el Caribe / Unesco Consultation for Latin America and Caribbean. v17(1984) no1:66-69. Spanish; English.

Report on the Regional Technical Consultation for the 1985 Unesco International Conference on Adult Education, held in Cuba, September 1983.

Crossroads. Kidd, J. Roby. v9(1976) no1:1-3. English. The article highlights some important events in 1975, presents the ICAE Secretariat and signals conferences planned for 1976.

Declaration on adult education. v3(1970) no2:9-10. English.

Text of the declaration approved at the 1960 World Conference in Montreal which prepared background for the new meeting in Tokyo in 1972.

Exchanging ideas and experience in Europe: annual international meetings at Salzburg and Porec. Kulich, Jindra. v3(1970) no3:55-61. English.

The author compares two international conferences held annually: in Salzburg, where educators from the East and West discuss one particular subject, and in Porec, where participants, mainly from Eastern and Central Europe, discuss a wider range of andragogical themes.

ICAE World Assembly of Adult Education draws 91 countries to Buenos Aires. v19(1986) no1:1-8. English. Reports on the work of ICAE World Assembly, held in Buenos Aires, Argentina, 23-30 November 1985, and provides the text of its final declaration.

Informe sobre el seminario internacional Educacion y Marginacion. Aguilera, José Luis. v23(1990) no2:91-93. Spanish.

Reports on an international seminar in education and marginalization, held at Huete, Spain, in September 1989, and organized by the Escuelas para la Vida.

International adult education meetings held in Costa Rica. v11(1978) no2:9-14. English.

The achievements in adult and nonformal education in Latin America and the strengthening of operational linkages among adult educators in various regions of the world were among the highlights of two international meetings in San José, Costa Rica, in July 1978.

International commitment to action on health. Stensland, Per G. v11(1978) no3/4:64-71. English.

Reports on the International Conference on Primary Health Care in Alma Ata, USSR, held in September 1978. Includes the text of Alma Ata Declaration on Primary Health Care.

International Council for Adult Education: issues, programs and priorities for the 1980s. Gayfer, Margaret. v12(1979) no3:55-64. English.

Information on the appointment of a new Secretary General and other officers, new constitution and programme directions.

International education seminar in Finland. v10(1977) no3:67. English.

At the seminar, 43 adult educators from 12 countries discussed topics related to the arts, mass entertainment, mass media and information. Text of a final resolution is provided.

International education: a political action. Turner, Trevor; Williams, Richard M. v4(1971) no1:75-80. English.

Two Canadian projects are reviewed. One results from an OISE designed secondary school curriculum on underdevelopment in Africa, Asia and Latin America. The other is a community education project on crises in development.

International understanding - the "second concern". Jessup, Frank W. v3(1970) no2:19-24. English.

The author argues that adult education has to play a significant role in furthering international and inter-racial understanding. It involves the efforts to broaden the knowledge of other people's cultures and their economic and social problems, as well as acceptance of others.

Issues for research and teaching related to women. Okure, Bernadette Eyewan. v15(1982) no4:26-31. English.

Reports on the objectives and main themes of the First International Conference on Research and Teaching Related to Women, held at Concordia University, Montreal, in 1982.

Learning from and with liberation: report from ICAE China Symposium in Shanghai, May 1984. Duke, Chris. v17(1984) no3:4-10. English.

Several years of study visits and cooperation between ICAE and China resulted in the International Symposium on Adult Education, held in Shanghai, May 1984.

Meeting in Finland: international education in practice. v12(1979) no3:65-68. English.

This general report on the international seminar brings together information and summaries provided by the agencies and observations by two participants: Geoffrey Neil from the University of Otago, New Zealand, and J. Roby Kidd of the ICAE.

Mir pod odnoi kryshei. Tains, Slava. v5(1972) no3:37-41. Russian.

The Friendship University in Moscow was established to train national cadres for developing African nations.

Popular education and adult civic education: the 42

Third World is a different place. Oliver, Leonard P. v20(1987) no1:40-50. English.

This report focuses on the World Assembly of Adult Education, held in Buenos Aires, Argentina, November 1985, which brought together 450 adult educators from 90 countries around its theme of Adult Education, Development and Peace.

Regional Caribbean Commission proposed. v10(1977) no2:83-84. English.

The establishment of the Commission was among major recommendations of a Seminar/Workshop on Adult Education held in St. Lucia, in May 1977.

Salzburg Seminar in American Studies: continuing education of Europeans and Americans. Gayfer, Margaret. v12(1979) no1/2:10-24. English.

The article presents background of the Seminar, process, participants and some dominant themes, and provides an evaluation of this international encounter.

Some first-hand lessons for adult educators from an international cooperation project. Sandelin, Singa. v17(1984) no1:39-45. English.

The author explores two aspects of international adult education in relation to the Nordic adult education research and development project called the NOVU Project.

Symposium summing up: new possibilities for mutual learning. Duke, Chris. v17(1984) no3:37-41. English.

Remarks made at the closing session of the International Symposium on Adult Education, held in Shanghai, 12-28 May 1984. This issue of Convergence includes also other papers from the Seminar.

The child as an agent of change. v15(1982) no2:89-90. English.

Excerpts from an evaluation of the CHILD-to-Child international programme launched in 1978.

The communications satellite: vehicle for a new kind of reciprocal interdependence in international adult education? Wedemeyer, Charles A. v4(1971) no1:45-53. English.

By seeking social and educational applications of communications technology, both developed and developing countries can increase an exchange of cultural ideas and dialogue.

The international heritage of adult education. Gayfer, Margaret. v17(1984) no4:54-55. English.

An overview of main developments in international adult education, stressing its continuity and international heritage.

The international people's college of Elsinore. Manniche, Peter. v3(1970) no3:69-75. English.

The history of the college in its early years. The

concept of manual work, financial resources, and international solidarity between the students is discussed.

The Mexico Declaration: decisive role of education in development. v14(1981) no1:77-80. English.
Reports on a conference on major issues and priority areas for educational policies and particular problems of educational development. Includes text of the Mexico Declaration.

The Murikka Statement on Adult Education. v12(1979) no3:69-71. English.
Text of the final resolution of the Meeting in Finland - 1979.

The Paris Conference: renewal of a movement. Hall, Budd L. v16(1983) no1:1-9. English.
Introduces this special issue of *Convergence* on the International Adult Education Conference, held by ICAE in cooperation with People and Culture, in Paris, October 1982. Its major theme was "Towards an authentic development: the role of adult education".

The Third International Conference: Tokyo. Kidd, J. Roby. v5(1972) no3:15-19. English.
The article highlights the main issues discussed at the conference.

The United Nations University: new programme developments. v10(1977) no1:71-72. English.
Describes development of a network of research and advanced training activities in different parts of the world.

Thoughts after Montreal. Hutchinson, E. M. v3(1970) no2:49-56. English.
The author reviews the development of adult education during the last two decades and opens up some questions as to how to promote international cooperation.

"Towards 1991..": education for adults in a united Europe. Oglesby, K.L. v23(1990) no4:81-82. English.
Report of the conference held by the Standing Committee on University Teaching and Research in the Education of Adults, Sheffield, U.K. July 10-12, 1990.

UN Conference on Science and Technology: significance for adult education. Miller, Paul. v12(1979) no4:9-16. English.
Reports on the topics discussed during the conference held in Vienna, August 1979.

Unir nos forces pour un vrai développement/The joining of forces for an authentic development. Mitterrand, François. v16(1983) no1:16-26. French; English.

An address of the president of France, François Mitterrand to the participants of the opening session

of the Conference of the International Council for Adult Education, held in Paris, October 82.

United World Colleges: an experiment in international education. Blackburn, Robert. v10(1977) no4:80-82. English.
Reports on an effort to establish a chain of international schools throughout the world and describes their aims.

Learning/Pedagogy

Action culturelle et révolution culturelle. v6(1973) no1:85-92. French.

An extract from a working document produced by INODEP is an important discussion of theory and praxis of Paulo Freire, especially of his concept of conscientization.

Adult education and programmed learning. Andrilovic, Vlado. v7(1974) no2:3-16. English.

A survey of developments in theory and practice of programmed learning in Yugoslavia serving expanding needs of adult education. The author asserts the need for consultative learning centres to facilitate independent learning.

"All that exists can be measured": Edward Lee Thorndike. v5(1972) no1:88-91. English.

Describes theories of an educational psychologist whose contention in the early 1920s that ability to learn does not decrease with age was a major contribution to adult learning theory.

By learning they can teach. Freire, Paulo. v6(1973) no1:78-84. English.

The author stresses the importance of dialogue which allows people to identify their experiences as real and worthy of sharing with others.

Editorial conversations. Andrilovic, Vlado; Hutchinson, Edward. v6(1973) no3/4:91-100. English.

A discussion of concepts of andragogy, workers' universities, methods of instruction, lifelong education and politics of education.

Environmental adult education from the perspective of the adult learner. Finger, Matthias. v22(1989) no4:25-32. English.

Describes a particular conception of adult learning where learning is understood as a process closely linked to the total life of a person.

Group solution of examples - application to a "Unitutor" programme. Borák, Miroslav; Boráková, Helena. v7(1974) no2:27-33. English.

The authors present an example of the possibilities of sophisticated educational technology in the field of programmed learning.

Guinea Bissau: record of an ongoing experience.

Freire, Paulo. v10(1977) no4:11-29. English.

Excerpts from Freire's introduction to his book *Letters from Guinea Bissau* which record the author's working visits to this country. The existing situation of the adult education is analyzed in a broad perspective which includes social, cultural, political and economic dimensions of the country's reality.

Implementing an educational philosophy: 'Khit-pen' in Thailand. Bernard, Anne K.; Armstrong, Gregory. v12(1979) no4:17-28. English.

'Khit-pen' (to think - to be) is the guiding principle behind the wide-ranging reform of the structure and philosophy of adult education in Thailand. The article examines the problems of its implementation.

Interpersonal relationships: U.S.A. 2000. Rogers, Carl R. v2(1969) no3:40-47. English.

The author attempts to identify alternatives for education in the future focusing on some problems of interpersonal relationships. The issues of urban crowding, closeness, intimacy and religion are underlined.

Language as a factor in basic education in Africa. Fox, Melvin J. v10(1977) no1:58-66. English.

Analyzes the role of language in achieving the kind of radical changes in content and methods of programme delivery that basic education will require.

Programmed learning among adults in Tanzania - an experimental research. Magange, C.K. v7(1974) no2:17-26. English.

An interim report of an experimental research on the possibilities of using programmed learning in teaching adults. Includes comparisons between programmed learning and conventional face-to-face teaching.

Questions from the past of appropriate methodology for adult learners. Keane, Patrick. v17(1984) no2:52-64. English.

This paper explores some 19th century educational writing to identify prevailing conceptions of learning environments and methodology appropriate to adult learners, and to explain their apparent lack of impact.

Technology transfer: introducing a computer to teach number skills to adults in Soweto. de Vries, Peter. v21(1988) no1:5-15. English.

This article describes how a system of computer-assisted instruction (CAI) was introduced in an adult learning centre in the township of Soweto, outside Johannesburg, South Africa.

The dialectics of education. Galtung, Johan. v8(1975) no3:64-76. English.

The author opens up for discussion what is being learned from the ways in which the new International Centre with its four-week courses acts as a

"contrast" institution.

Learning/Pedagogy - Research/Evaluation

Documentation et méthodologie. Durkó, Mátyás. v5(1972) no3:47-57. French.

The author discusses methods of andragogical research in Hungary where they are used to examine the general effects of adult life experience on the learning process.

Lifelong Education

A nation of learners. Kidd, J. Roby. v12(1979) no1/2:25-39. English.

An examination of the development of lifelong education in the United States, including its relation to European concepts, ideas, review of legislation, finance, major events, attitude and performance of learners, concepts and future trends.

Bibliography. v1(1968) no4:89-90. English.

Lists journal articles, conference papers, reviews and reports on lifelong education.

Comenius and all-embracing education. Kyrasek, J.; Polisensky, J. V. v4(1968) no4:80-86. English.

The authors consider John Amos Comenius one of the first European educators to develop a universal theory of lifelong education.

Comprehensive continuing education the only way to build on literacy. Wenqing, Zhao. v17(1984) no3:18-22. English.

This paper gives a general view of how continuing education has developed in Jilin Province, mostly rural area in the north-east of China.

Congress on Future Developments in Continuing Education for Adults in a Changing Europe, and EBAE General Assembly, Switzerland, September 1991. Oglesby, L.K.; Bax, Bill. v24(1991) no4:91-93. English.

The European Bureau for Adult Education organized a conference and its 1991 General Assembly in St. Gallen, Switzerland.

Continuing education for the professions in the United States. Nattress, LeRoy Wm. v3(1970) no4:42-50. English.

The study evaluates the models of continuing education for the clergy, lawyers and physicians by discussing their objectives, subject matter, application, readiness to change, learning experience, criterion performance.

Continuing education in the professions - the pioneers: Solon, Confucius, Hippocrates. Kidd, J. Roby. v2(1969) no3:75-79. English.

The author presents philosophical views of three outstanding individuals on education to illustrate

the importance of continuing education in modern society.

Continuing professional education in Canada. McLeish, John A. B. v3(1970) no4:76-83. English. Overview of innovation and experimentation and their major problems and needs in continuing professional education in Canada.

Council of Europe Recommendation on Adult Education Policy. v15(1982) no4:67-69. English. The Council of Europe Committee of Ministers to Member States on Adult Education Policy adopts a new recommendation regarding lifelong education.

Cultural activities in lifelong education. Wilhelmsen, Leif J. v1(1968) no4:36-41. English. The author stresses that the process of interaction between the educational and cultural elements is essential for lifelong education which starts in the elementary school.

Developments in adult education in Korea. v11(1978) no2:74-75. English.

A summary of a report of the Second National Seminar, held by the Korean Association of Adult and Youth Education, on the development of adult education methods according to developmental stages, tasks and social roles as based on the principles of lifelong learning.

European adult education ten years after the Montreal conference. Schouten, G. H. L. v3(1970) no2:72-75. English.

The U.K. Open University, television academies and community colleges are among recent developments in adult education. The author states that the main trend is towards lifelong learning and that the need for increased cooperation among all sectors of adult education is growing.

Experience of education towards the future. Barbieri Masini, Eleonora. v8(1975) no3:77-86. English. Educating people towards the future is in itself lifelong education as the author shows in describing her experiences with the first post-graduate course in future studies started in 1974.

Finland's experiment in outreach to people not participating in adult education. Kekkonen, Helena. v12(1979) no3:72-77. English.

A summary of the Finnish experiment in outreach to the educationally disadvantaged groups such as housewives, prisoners and shift workers.

International survey of *éducation permanente*. v1(1968) no4:54-69. English.

Summary of developments in lifelong education in the United States, Latin American countries, Ghana, Nigeria, Ivory Coast, Japan, Finland and India.

Unesco's views are included.

Is lifelong adult education a guarantee of permanent inadequacy? Ohliger, John. v7(1974) no2:47-59. English. The author warns that there is a danger of adult education becoming an oppressive force. Some schools and adult education institutions define people as inadequate, insufficient and incomplete.

Issues of organizing adult continuing education: the context of Australian trends and examples. Duke, Chris. v17(1984) no2:3-14. English.

Characteristics of the situation in continuing education in Australia, including discussion of the formal school system, implications of educational provision for continuing education and organizational problems of adult education.

L'AUPELF et l'éducation permanente. Touchette, Claude. v3(1970) no3:34-38. French.

L'AUPELF is a 56-member association of universities teaching partially or completely in French. Its 1970 conference recommended labour legislation to ensure the universal access to lifelong education, provision of further training, a coordinating body for universities in developing countries, and a world documentation centre.

L'école pour tous dans le contexte de l'éducation permanente. Jolicoeur, Fernand. v1(1968) no4:74-79. French.

Continuing education differs from the traditional school and university systems. It implies a transformation of the current administrative structures of both government and education.

L'éducation des adultes et le concept de l'éducation permanente. Lengrand, Paul. v3 (1970) no2:25-36. French.

While traditional adult education has focused on remedying the shortcomings of basic education, lifelong education must reject an age limit, eliminate the concept of failure and success, bring out the originality of each individual.

L'éducation permanente. Dumazedier, Joffre. v3(1970) no1:17-25. French.

People with a high degree of educational attainment are the ones who make the greatest use of adult education opportunities. No system has made education equally available to disadvantaged and marginal groups.

L'enseignement par correspondance et l'éducation permanente. Pagny, Bernard. v5(1972) no2:43-50. French.

Both correspondence study and continuing education need to lose the image of a "last chance" education and be viewed as normal educational activities.

La Conférence et les objectifs. M'Bow, Amadou-

Mahtar. v5(1972) no1:4-6. French.

During the World Conference on Adult Education in Tokyo, Japan, discussions focused on basic and continuing education.

La educación permanente dentro de las perspectivas del desarrollo. Furter, Pierre. v1(1968) no4:22-30. Spanish.

Continuing education in the Venezuelan context is defined as 1- process of development; 2- system of integrated education; 3- cultural strategy.

La révolution de l'éducation permanente. Chenevier, J. v3(1970) no4:56-59. French.

Discussing the concept of lifelong education the author formulates four principal conclusions concerning teaching, instruction for youth, broad general education, and duration of schooling.

Learning for life in a learning society: Canadian action agenda for educational leave. Wilkinson, Lynn. v17(1984) no3:70-72. English.

A summary of an action agenda for Canada, developed to improve training and education as a response to technological change and high unemployment.

Lifelong education trends in community colleges. Yarrington, Roger. v12(1979) no1/2:86-94. English.

The article examines services, policies and methods offered by the community colleges in the context of lifelong education.

Lifelong learning - USA: special report. v12(1979) no1/2:9. English.

This double issue brings together opinions and commentary on lifelong learning in the USA, discussed at the Continuing Education Session of the 1978 Salzburg Seminar in American Studies.

Lifelong learning and politics. Richardson, Penelope L. v12(1979) no1/2:95-104. English.

The author examines weaknesses of politics of adult education and argues that community colleges are in a good position to become national models of the lifelong learning at work.

Lifelong learning for self-sufficiency: a theme and a strategy for the 1980s. Timmermann, Sandra. v18(1985) no1/2:28-37. English.

Discusses the Lifelong Learning Miniconference policy and programme recommendations for consideration by the technical committees, staff, and delegates to the White House Conference.

Lifelong learning in the "educative society". Husén, Torsten. v1(1968) no4:12-21. English.

The author explains how some factors that occur in the industrialized society such as selective migration, occupational and social mobility, and new economic demands can shape continuing education.

Lifelong learning in the United States: a critical discussion of emerging policy. Rockhill, Kathleen. v12(1979) no1/2:64-76. English.

This review of major national reports concludes that rather than promote equity, lifelong learning, in its existing form, will do the very opposite through a major extension of the schooling system as a deliverer and definer of what constitutes "legitimate" adult learning.

Management Institute to chart directions for lifelong education in the United States. v12(1979) no1/2:115-116. English.

Reports on the creation of the National Institute on the Management of Lifelong Education (U.S.).

Mandatory continuing education: some basic questions are raised. v11(1978) no2:77-78. English.

Presents the view that adult education is becoming increasingly compulsory by law or by social pressure. Very often knowledge is defined as worthwhile only if it is technical or scientific.

Motives for recurrent education. v5(1972) no4:54-62. English.

The Swedish Ministry of Education introduces the major goals of a policy based on equality and a closer relationship between education and the labour market.

Notes of the Council of Europe on permanent education. v1(1968) no4:50-53. English.

The concept of lifelong education is seen as a meeting point for the educational and cultural aspirations of many people. Twenty-two guidelines for case studies on lifelong education are listed.

Older adults and lifelong learning. Thomas, Dorothy. v18(1985) no1/2:4-8. English.

The author argues that we must be concerned about education throughout the entire life span. Such issues as life span development, learning ability, individual differences and attitudes and readiness to grow are discussed.

On some principles of modernizing the school system as a base for adult education. Kupisiewicz, Czeslaw. v5(1972) no3: 42-46. English.

Some modernization of the school system and adult education is necessary if the lifetime process of learning is to begin well. The author states six principles of such modernization.

Permanent education and reform of the educational system in Yugoslavia. Filipovic, Dragomir. v1(1968) no4:42-46. English.

The author discusses the concept of continuing education recognized in the basic law on schooling from 1955-1958. Subsequent developments are outlined.

Permanent education of experts in Yugoslavia.

Pongrac, Silvije. v3(1970) no4:60-65. English.

Since only 525 out of the 5000 new occupations are included in educational programmes, adult education should offer new solutions which would lead to specialization, retraining, and combination of schooling and self-education.

People's universities in the USSR. Darinski, Anatoli. v7(1974) no1:51-57. English.

Conceived of as a form of mass-scale public self-education, the People's Universities have become centres for the organization and guidance in vocational training.

Post-literacy educational strategies: the United Kingdom experience. Stock, Arthur. v14(1981) no4:44-52. English.

Describes the UK experience in programming for post-basic literacy education and focuses on the process of building bridges between the first platform of basic skills achieved by the new literate, and a meaningful progression in lifelong education.

Pour une éducation permanente. Maheu, René. v1(1968) no1:4-7. French.

The rapid advance of scientific and technological knowledge and far-reaching economic and cultural changes mean that compromises and half-measures are not enough. A radical revision of content, methods and systems of adult education for an integrated lifelong education plan is needed.

Principle of lifelong education animates Finland's comprehensive educational reform. Kivisto, Kalevi. v12(1979) no3:78-80. English.

An introduction to the extensive educational reforms underway in Finland based on the principle of lifelong education.

Professional attitudes to continuing education in England. Buchanan, Derek J. v3(1970) no4:51-55. English.

Two dozen institutions representing major professions have been studied in order to determine professional attitudes toward continuing education.

Progress for lifelong education with perestroika. Cervero, Ronald M. v21(1988) no2/3:140-142. English.

Reports on a conference, held in Moscow, whose focus was to consider specific ways of organizing the system of continuing education in the USSR and the role that NGOs should have in this system.

Quelques problèmes d'éducation permanente. v1(1968) no4:47-49. French.

Lifelong education implies the use of new methods to coordinate programmes established within traditional institutions and organizations.

Salzburg Seminar in American Studies: continuing

education of Europeans and Americans. Gayfer, Margaret. v12(1979) no1/2:10-24. English.

The article presents background of the Seminar process, participants and some dominant themes, and provides an evaluation of this international encounter.

Shkoly dlya vzroslykh v Litve. Lyutikas, Vitautas. v6(1973) no2:87-90. Russian.

A continuing growth in general education for adults in evening and correspondence departments of post-secondary institutions is described.

The cultural dimension of adult education: permanent education. Lorenzetto, Anna. v6(1973) no3/4:67-77. English.

The author describes lifelong education as distinctive from adult education, and emphasizes its universal importance.

The Lifelong Learning Act. v12(1979) no1/2:51-54. English.

Text of the Title I, Part B of the Amendments to the Higher Education Act, passed by the U.S. Congress in October 1976, known as the Lifelong Learning Act.

The Lifelong Learning Act: an assessment. Cassara, Beverly B. v12(1979) no1/2:55-63. English.

To assess the accomplishments of the Act, the author surveyed the opinions of eight prominent educators across the U.S. She concludes that although no one feels that this document was a great success, some feel that it was a worthy effort in the eventual foundation of a better system in the future.

The limitations of lifelong education: a critique of predominant paradigms. Collins, Colin B. v17(1984) no1:28-30. English.

Develops a critical examination of what the author regards as the presuppositions of the predominant paradigms in lifelong education, as practised in western industrialized countries.

The multi-levels of continuing education: federal, state and local institutions. Loring, Rosalind K. v12(1979) no1/2:40-50. English.

This excerpt from a larger study outlines the multi-level policy that shapes continuing education in the USA.

The multitude of the wise, the welfare of the world. Mansbridge, Albert. v1(1968) no4:1-3. English.

Excerpts from the inaugural address to the 1929 World Conference on Adult Education by a pioneer educator who helped to establish adult education on three continents.

The never-ending pursuit of learning. Husain, Zakir. v1(1968) no2:1-4. English.

Cultural, social and economic development of today's India requires that universities modify their

traditional role and participate actively in adult education.

The Open University. v2(1969) no3:19-28. English.
Abstract of the report of the Planning Committee to the Secretary of State for Education and Science which attempts to determine goals, administrative structure, curricula, staffing and financing of the Open University in England.

The Second Development Decade. v4(1971) no1:41-44. English.

Problems of primary and formal education in developing countries are underlined. Only the formula of lifelong education can provide everyone with the means to develop one's own potential.

The U.S. Bill on Lifelong Learning. v10(1977) no1:70-71. English.

Presents the bill that calls for the establishment of a national policy of making educational opportunities available to all.

Trois exemples d'application du concept d'éducation permanente. Lengrand, Paul. v1(1968) no4:6-11. French.

Three aspects of Unesco activities for lifelong education are literacy, youth activities and a new approach to educational planning.

U.S. project of enhancing the quality of state-level service to adult learners. Hilton, William J. v16(1983) no1:48-58. English.

Describes the Lifelong Learning Project of the Education Commission of the States and its outcomes concerning planning approaches.

Village colleges. Fisher, Norman. v4(1968) no4:70-73. English.

The author discusses the role of the village colleges founded in England by Henry Morris.

Vsestoronnee razvitiye chelovecheskoi lichnosti. Korolev, F. F. v1(1968) no4:31-35. Russian.

Soviet education seeks to further the rounded development of the individual to eradicate social division between physical and mental work.

What response can adult education offer to the unemployment crisis? Ward, Kevin. v17(1984) no4:27-36. English.

The purpose of this article is to discuss how adult education can respond to the long-term structural unemployment. Britain's situation is analyzed and two specific projects examined.

Lifelong Education - Research/Evaluation

Les recherches sur l'éducation des adultes en France. Léon, A. v4(1971) no4:13-22. French.

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Convergence Subject Index 1968-1992

Growing interest in professional continuing education led to some general questions about the nature of adult education and to its evaluation through research.

Research abstracts. v1(1968) no4:87-88. English.

Three abstracts of recently published reports on lifelong education in three countries: Denmark, France and Czechoslovakia.

What kind of research agenda for lifelong learning? Cunningham, Phyllis M. v12(1979) no1/2:77-85. English.

A critical review of a report by the Future Directions for a Learning Society programme whose goal is to apply inquiry into the problems and possibilities of learning opportunities for all adults and to advance educational policies, programmes, and services in this area.

Literacy

1978 literacy awards for Tanzania, Vietnam. v11(1978) no3/4:113-114. English.

Literacy programmes in Tanzania and Vietnam that linked instruction to productive work, were the winners of 1978 international literacy awards.

A focus on practice for International Seminar on Literacy in Industrialized Countries. Gayfer, Margaret. v20(1987) no2:1-7. English.

Presents main objectives, themes, activities, participants and outcomes of the International Seminar on Literacy in the Industrialized Countries, organized by ICAE in Toronto, Oct. 13-15, 1987.

A participatory methodology for integrating literacy and health education in Honduras. Atucha, Luis Maria Aller; Crone, Catherine D. v15(1982) no2:70-81. English.

Describes the Integrated Rural Project in Education whose primary objective is to develop a communications methodology for use in a programme that combines literacy, health education and family planning and that aims at improving living conditions.

Adult basic education in a rural development project: a micro-level case study. Lyster, Elda. v24(1991) no1/2:32-39. English.

A case study of the Mboza Village Project, in Natal, South Africa. The project raises important questions on the teacher's training, methodology and the role of literacy in a specific rural development project.

Adult education integrates literacy, health and conscientization: the Mandar story. Vijayendra, T. v15(1982) no2:35-42. English.

Describes some attempts to break the cycle of poverty through raising the level of education and consciousness, and working to fulfil the basic needs for food, shelter and health care.

Adult illiteracy in the USA: problem and solutions. Rigg, Pat; Kazemek, Francis E. v16(1983) no4:24-31. English.

The author focuses on attempted solutions to the problem of adult illiteracy, first examining the two best known approaches, and then suggesting the alternative.

Adult literacy in industrialized countries. v15(1982) no1:74-76. English.

Reports on the International Seminar on Adult Literacy in Industrialized Countries, held in England, September 1981. Text of final summaries and recommendations is provided.

Adult literacy in New Zealand: issues in policy, practice and biculturalism. Caunter, Jan. v23(1990) no4:49-61. English.

A case study of the Adult Reading and Learning Federation, an adult literacy organization, established to support the literacy schemes and to give them national dimensions.

Adult literacy work in the Republic of Ireland. v20(1987) no2:17-19. English.

This report on literacy related activities in Ireland was prepared by the National Adult Literacy Agency for the International Seminar on Literacy in the Industrialized Countries, organized by ICAE in Toronto, Oct. 13-15 1987. Reproduced also in v20(1987) no3/4:96-97.

Alphabétisation et développement économique et social: quels rapports? quel problèmes? Abdelkader, Galy Kadir. v20(1987) no1:9-18. French.

The author proposes a qualitative analysis based on his study with those attending literacy centres in five villages. His interest was to find out the degree to which literacy does contribute to economic and social development and leads people to be more open to social change.

Alternative literacy in South Africa: the experience of learn and teach. Simmonds, Rob. v23(1990) no1:57-70. English.

An overview of literacy work in South Africa, with an emphasis on alternative literacy projects and initiatives such as the Learn and Teach project in Johannesburg.

American literacy - a mini analysis. Cortright, Richard W. v1(1968) no3:63-68. English.

The author outlines growth of adult basic education since the late 1950s and lists major target groups. Information on dropouts, curriculum, instructional materials and evaluation is also provided.

Anil Bordia replies for Literacy Committee. Bordia, Anil. v17(1984) no3:61-62. English.

The ICAE Literacy Committee sees the primary role

of the Council as advocacy, and secondary is information and research.

Bibliography. v1(1968) no3:89-90. English.

Lists 40 titles - books, conference papers and bibliographies on literacy and basic education. Manuals, statistical studies and reports prepared by Unesco are also included.

Breaking the silence: producing student writings in a community setting. v20(1987) no3/4:77-78. English; French.

This article presents the main issues raised during the workshop on Materials Production and Student Writings in a Community Setting, held during the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15, 1987.

Building a national movement: the Caribbean experience. Jules, Didacus. v20(1987) no3/4:47-49. English; French.

The author demonstrates Caribbean experiences in the struggle to eliminate illiteracy, focusing on the three national movements in Cuba, Jamaica and Grenada.

Building coalitions strengthens the literacy movement. v20(1987) no3/4:86-87. English; French.

A report from a workshop on Literacy and the Importance of Building Coalitions, held during the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15, 1987.

Community education in Mozambique. Macabi, Guilhermina. v24(1991) no1/2:40-45. English.

The article focuses on an integrated community education project, whose main objective was to help the population to solve their own problems using locally available resources.

Cooperating or campaigning for literacy? Discussion paper invites dialogue. Hinzen, Heribert; Horn, Jakob; Leumer, Wolfgang; Niewmann, Rolf. v17(1984) no3:52-54. English.

A discussion paper, prepared for the Berlin Seminar, and disseminated by the authors to invite dialogue on the issue of literacy for development.

Declaration from the Toronto Seminar: Literacy in Industrialized Countries. v20(1987) no2:8-12. English; French.

Text of the Declaration based on recommendations from a series of workshops, adopted by the International Seminar on Literacy in Industrialized Countries, held in Toronto, October 13-15, 1987. Reproduced also in v20(1987)no3/4:11-12.

Declaration from the Toronto Seminar: Literacy in Industrialized Countries. v20(1987) no3/4:11-12. English; French.

The text of Declaration, based on recommendations

from workshops held in local and community-based centres, adopted by the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15, 1987.

Demystifying literacy: reading, writing, and the struggle for liberation. James, Michael D. v23(1990) no1:14-26. English.

Illiteracy is most frequently addressed as a social or educational problem, rather than as a symptom of larger political contradictions. In each of these situations, literacy campaigns can provide new possibilities for citizens marginalized by economic, racial, and social division.

Dialogue for literacy. v17(1984) no3:42-64. English. This issue of *Convergence* presents 21 pages of different opinions, comments, reports and statements on many issues and questions engaging adult educators in an ongoing "dialogue for literacy".

Editorial introduction. Yarmol-Franko, Karen. v23(1990) no1:3-4. English.

This editorial introduces the special literacy issue of *Convergence*, with two exclusive interviews with Paulo Freire and Dame Nita Barrow among other articles.

Education for all. v23(1990) no2:89-90. English. An information report on the role of NGOs in the World Conference for Education for All, Jomtien, Thailand, 1990. Includes the highlights of the NGO Statement on Education for All.

En analfabetismo en las dos Americas. Torres Bodet, Jaime. v1(1968) no3:1-5. Spanish.

The author states that in order to develop further steps of individual and national education, the main tasks of "literacy for all" should first be undertaken.

Enthusiasm pervades International Task Force on Literacy planning meeting. v22(1989) no2/3:142-143. English.

Sixty-three members of the ITFL met in New Delhi, India, on October 2 to 7 to finalize plans for International Literacy Year 1990.

First global book on literacy released on International Literacy Day. v24(1991) no3:96. English. Reports on Words are what I've got, a collection of writings by learners from around the world, participating in the Book Voyage, a major project of the International Task Force on Literacy.

Fourth World Assembly on Adult Education. v23(1990) no2:86. English.

An information report on the Fourth World Assembly on Adult Education, focusing on literacy, popular education and democracy.

Gracias, Nicaragua! Obrigado, Brazil! South-South
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exchanges as an approach to staff training. Marshall, Judith. v23(1990) no1:100-107. English.

This paper is part of a kit of training materials Training for empowerment, in which the participants in the South-South exchange have reported on their experiences in Nicaragua and Brazil in staff training for literacy and adult education.

Illiteracy in Spain. Espina Cepeda, Luis; Medina Fernández, Oscar. v20(1987) no3/4:108-109. English; French.

This paper examines statistical data on illiteracy in Spain and informs on the main literacy providers in this country.

Illiteracy: no field for fast results. Müller, Josef. v17(1984) no3:43-46. English.

The author analyzes questions and issues debated during the International Seminar on Cooperating for Literacy, held in Berlin, October 1983. Particular attention was paid to the resurgence of literacy needs and the priorities of literacy work.

Indian Association's initiatives for literacy. v20(1987) no2:91. English.

Information on the Association's continuing promotion of literacy through its two literacy awards and the Forum for Parliamentarians for Adult Education.

International award for literacy research. v24(1991) no4:89. English.

The Unesco Institute for Education in Hamburg, Germany, launched a new international award for research in adult literacy.

International literacy prizes awarded for 1988. v21(1988) no1:78-79. English.

Reports on the four prizes awarded in recognition of the efforts of institutions, organizations and individuals in the struggle against illiteracy.

International Literacy Support Service. v23(1990) no2:88-89. English.

Informs on the plans to establish the International Literacy Support Service, a practitioner-based support mechanism which would allow the sharing and disseminating information on literacy work at the international level.

International meeting on problems of literacy in urban areas/Jornadas internacionales sobre los problemas de la alfabetización en el medio urbano. v20(1987) no2:26-28. English; Spanish.

The problems of literacy in urban areas was the theme of the conference of the Mediterranean Association of Adult Education, held in Valencia, Spain, in March 1987.

International Symposium for Literacy: Declaration of Persepolis. v8(1975) no4:5-10. English.

Full text of the Declaration approved by the participants from over 40 countries; in English and French.

L'alphabétisation des adultes en République Islamique d'Iran. Machayekh, Farideh N. v16(1983) no4:65-75. French.

The article examines the objectives, administrative structures, teachers' training, as well as teaching methods and materials used in class in a five-month basic literacy programme.

L'alphabétisation en Belgique. v20(1987) no2:15-16. French.

Characteristics of literacy work in Belgium, prepared for the International Seminar on Literacy in the Industrialized Countries, organized by ICAE in Toronto, Oct. 13-15, 1987. Its English version appears in v20(1987) no3/4:102-103.

L'UNESCO et l'élimination de l'analphabétisme. Henquet, Pierre. v1(1968) no3:8-18. English.

Various definitions of literacy are traced from 1951 to 1960. The author provides this definition of functional education which was formulated by Unesco, and discusses the application of different methods to eliminate illiteracy.

La mise en place de la lutte contre l'illettrisme en France: une naissance difficile. Freynet, Pierre. v19(1986) no1:53-62. French.

Provides information on the existence of a "new illiteracy" among large numbers of native-born people. Argues that a common attack on the new illiteracy, such as a campaign approach or other national measures, has yet to be mounted.

La población marginada, objeto del Año Internacional de la Alfabetización. Freire, Paulo; Viazzer, Moema. v23(1990) no1:5-8. Spanish.

Moema Viazzer interviews Paulo Freire, ICAE Honorary President and author of *Pedagogy of the Oppressed*, on the issue of literacy and marginalized people.

Listening to the voices of the marginalized: International Literacy Year. Barrow, Nita; Yarmol-Franko, Karen. v23(1990) no1:9-13. English.

Convergence editor interviews Dame Nita Barrow, ICAE President, who makes a strong statement on International Literacy Year and marginalized people as she leaves her post as the President of ICAE.

Literacy and adult education in the Occupied Territories. Mani, Suha. v24(1991) no1/2:46-52. English. Literacy and adult education in the Occupied Territories are discussed in relation to the social, economic and political conditions of the Palestinians. With this background, the author stresses the fact of occupation and repressive measures of the last 23 years.

Literacy and disabled persons: "don't label us as problems". v20(1987) no3/4:76. English; French.

"Emphasize our capabilities, not our disabilities; give us the chance to learn [...]" was the central message from the workshop on Literacy and Disabled Persons, held during the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15, 1987.

Literacy and empowerment: a definition for literacy. Ramdas, Lalita. v20(1987) no3/4:54-57. English; French.

Explores the relationships between illiteracy and marginalization of people in both developed and developing societies. In this context, literacy, understood as a process of empowerment, becomes particularly significant in determining the strategies required to combat illiteracy wherever it is found.

Literacy and immigrant communities in industrialized countries: the case of Italy. Napoli, Anna. v20(1987) no3/4:41-43. English; French.

Explores the educational needs of immigrants in Italy and describes specific literacy projects aimed at this group of society.

Literacy and politics in Latin America: the case of Brazil, Peru and Nicaragua. Rojo, Emilia. v17(1984) no2:24-33. English.

This article traces the correlation between political systems of the three countries and their educational policies and practices, particularly those related to literacy.

Literacy and popular education: a Latin American experience. Picón, César. v20(1987) no3/4:61-64. English; French.

The author explains alternative education projects and alternative relationships that affect popular literacy, using Latin American experiences.

Literacy and technology: computer-assisted learning. v20(1987) no3/4:84-85. English; French.

A workshop focusing on Literacy and Technology: Computer Assisted Learning, held during the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15, 1987.

Literacy awards for 1982. v16(1983) no2:81-83. English. Information on the prize winners of the four 1982 literacy awards administered annually by Unesco.

Literacy awards for Cuba, Mexico, Turkey, China. v17(1984) no4:69. English.

Information on the winners of four 1984 literacy awards.

Literacy awards honour nation-wide actions. v13(1980) no4:75-77. English.

The national literacy organizations of Nicaragua,

Ethiopia and Mali were prize winners for the 1980 awards for Meritorious Work in Literacy, conducted under the auspices of Unesco.

Literacy awards to Iraq, Papua New Guinea, Peru. v12(1979) no3:80-81. English.
An information report on the recipients of literacy prizes announced by Unesco for 1979.

Literacy for all by the year 2000. v14(1981) no4:7-9. English.

Reports on the Seminar held in Udaipur, India, 4-11 January 1982, whose participants adopted the Udaipur Literacy Declaration. The text of the declaration is included.

Literacy for all: what promises and premises? Parajuli, Pramod. v17(1984) no3:55-56. English.

Comments on the availability of literacy for all, its role in development, question of mass solutions, and the state of the Third World.

Literacy in the Caribbean. Browne, Mike. v24(1991) no1:2:60-64. English.

A concise description of adult literacy activities in the region primarily focused on the collaboration between NGOs and government agencies.

Literacy practice in the Philippines. Belamde, Eileen. v20(1987) no3/4:110-112. English; French.

An overview of literacy work in the Philippines, including government practices and initiatives of non-governmental organizations.

Literacy worker receives 1988 J. Roby Kidd Award. v22(1989) no1:93-94. English.

Mohamed Lamina Bangoura, a coordinator of the Centre d'alphabétisation féminine de Cameroun, Guinea, was presented with the 1988 Award.

Literacy's functionality to the fight for social justice. Adiseshiah, Malcolm S. v8(1975) no4:23-28. English.
Social justice means that literacy must be harnessed to end the monopoly of the dominant classes and to organize the poor majority to fight for its share of and participation in power, economic progress and cultural expression.

Literacy, education and schooling - for what? Galtung, Johan. v8(1975) no4:39-50. English.

The author argues that even if everyone in the world were literate, this fact would not make the world better unless other conditions of equality were present.

Literacy: in quest of a definition. Dauzat, Sam V.; Dauzat, JoAnn. v10(1977) no1:37-41. English.

The authors propose a comprehensive approach to the search of a definition of literacy.

Literacy: the crisis of a conventional wisdom. Stanley, 52

Manfred. v6(1973) no1:62-77. English.

The author explains the concepts of "literacy" and "illiteracy" in Paulo Freire's work and how his philosophy is translated into techniques of literacy training.

Literacy: what do the definitions tell us?. Hunter, Carman St. John. v20(1987) no3/4:23-26. English; French.

An overview of the existing definitions of literacy and reflection on what they are actually saying.

Mother tongue literacy: the importance of learning to read and write in one's mother tongue. Matshazi, Meshack J. v20(1987) no3/4:50-53. English; French.
The topic of learning in one's mother tongue is examined against a broad discussion of the problem of illiteracy, particularly in the developing countries.

Mother-tongue literacy: the bridge to learning. v20(1987) no3/4:73-75. English; French.

This paper presents main issues debated at the workshop on Literacy, Culture and Mother-tongue Literacy, held during the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15, 1987.

My fifty years of literacy and adult education. Khan, Akhter Hameed. v19(1986) no1:39-47. English.

One of the public lectures given at the University of Peshawar, Pakistan, in April 1983. This lecture is based on personal experiences, including the Camilla project in Eastern Pakistan (now Bangladesh) in the 60s.

Myths and realities of literacy/illiteracy. Hunter, Carman St. John. v20(1987) no1:1-8. English.

This article examines three of the common myths about literacy/illiteracy in order to suggest some directions for policy and practice in relation to the concern for literacy.

NGOs mobilize for International Literacy Year. v21(1988) no1:60. English.

The International Task Force on Literacy (ITFL) has been established to coordinate activities and mobilize action in support of the International Literacy Year.

Not by will alone: notes on literacy in India. Bordia, Anil. v2(1969) no1:48-54. English.

The author underlines factors that limit social and economic change and seeks to examine how people can be motivated towards functional literacy programmes.

Now I can understand and be better understood. Mohamed, Omar. v10(1977) no1:42. English.

Extract from the report of the Somalia Literacy Campaign on the experience of being literate from the learner's point of view.

Omitting literacy like educational apartheid.

- Wangoola, Paul. v17(1984) no3:62-63. English.
A commentary in the ICAE's "dialogue for literacy" focusing on the role this organization can play in the struggle against illiteracy.
- "One billion reasons to continue our efforts". Bruchhaus, Eva-Maria. v17(1984) no3:46-51. English.
The author's impressions and thoughts on literacy, particularly in the context of development.
- Perspective from Persepolis. Kidd, J. Roby. v8(1975) no4:1-4. English.
Introduces the Persepolis Declaration, a fundamental agreement on goals and methods of literacy work.
- Post-literacy educational strategies: the United Kingdom experience. Stock, Arthur. v14(1981) no4:44-52. English.
Describes the UK experience in programming for post-basic literacy education and focuses on the process of building bridges between the first platform of basic skills achieved by the new literate, and a meaningful progression in lifelong education.
- Present plans for literacy education in Thailand. Sangmahli, Sman; Power, Hilton. v1(1968) no3:58-62. English.
The five-year project initiated in 1967 has identified the lack of skilled adult educators and difficulty in coordinating various programmes.
- Reflections on creating a "literate environment". Lazarus, Ruth. v15(1982) no3:67-72. English.
Emphasizes the need for a creation of the "literate environment" with the retention of literacy and provision of continuing education as the two crucial elements.
- Resolution of Mediterranean Conference on Literacy in Urban Areas. v20(1987) no3/4:91-92. English; French.
A contribution to the discussion on illiteracy in industrialized countries by the Mediterrean Association of Adult Education.
- Seminar's focus on practice puts action at the human level. Gayfer, Margaret. v20(1987) no3/4:13-17. English; French.
An overview of the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15 1987, including its goals, planning process and main issues.
- Strategies for green literacy. Usang, Ewa N. v25(1992) no2:46-54. English.
To achieve green thinking, the author presents the green literacy model based on the Freirean method, the functional method, and the organic method.
- Strategies for International Literacy Year activities outlined in Mombasa. v22(1989) no1:92-93. English.
Reports on the fourth meeting of the International Task Force on Literacy.
- Systems theory - a way of looking at adult literacy education. Kazemek, Cheryl; Kazemek, Francis. v25(1992) no3:5-15. English.
The authors discuss the concept of systems theory, examine the relationship between literacy education and an individual's social context in the USA and explore the conceptual framework of a systems theory.
- The 1960s - A decisive decade for literacy. Cairns, J. C. v3(1970) no2:11-18. English.
The author reviews initiatives and projects that have been undertaken since the 1960 World Conference on Adult Education held in Montreal and discusses the pilot projects of the Experimental World Literacy Programme and supportive activities.
- The approach of popular literacy groups in Quebec. Miller, Louise. v20(1987) no3/4:31-35. English; French.
Presents the approach and practices developed by some 30 community groups who are members of the Regroupement des groupes populaires en alphabétisation du Québec (Quebec Coalition of Popular Literacy Groups).
- The Buraku literacy movement in Japan. v24(1991) no4:72-75. English.
The Buraku people or Burakumin are placed at the bottom of the Japanese class system economically, socially and culturally. A voluntary literacy movement started out of the Buraku Liberation Movement in 1950s.
- The elusive art of NGO literacy: some issues and reflections. Marshall, Judith. v24(1991) no1/2:93-104. English.
The international consultation on NGOs' literacy, organized in Namibia in October 1990, showed the elusiveness and complexity of the issue. This article summarizes the main points of the discussion and the major outcomes of the consultation.
- The experience of Mali in training literacy workers. Ouane, Adama. v19(1986) no1:13-17. English.
A description of literacy workers' training work in Mali, including trainers' profile (recruitment levels and training) and evolution of a new methodology.
- The experience of the Elimu Association of Zaïre. Bakumba, Nteba; Bukuru Gege, Katana. v24(1991) no1/2:25-31. English.
The main goal of the Elimu Association is to promote literacy, develop critical consciousness of the illiterate so that they become aware of their socio-economic context, and to enable them to organize themselves in order to change it.

The experimental projects sponsored by UNESCO and the revolutionary element in literacy. Lorenzetto, Anna. v1(1968) no3:31-36. English.

The author places emphasis on the cultural element inherent in literacy development, touches on programmes linked with revolutionary movements and stresses the importance of the relationship between literacy and continuing education.

The host country Namibia. v24(1991) no1/2:8-18. English.

A concise overview of nonformal education and literacy programmes in Namibia, the host country of the international consultation of NGO literacy worldwide.

The leap to literacy. Fugelsang, Andreas; Chandler, Dale. v19(1986) no1:48-52. English.

The authors deal with the implications and consequences of acquiring literacy by people living in oral culture societies.

The new world of Marshall McLuhan. Thomas, Alan M. v1(1968) no2:74-77. English.

Discusses implications of McLuhan's ideas for adult education and emphasizes the importance of non-print media in literacy training.

The place of literacy in education. Adiseshiah, Malcolm S. v6(1973) no1:9-14. English.

Literacy is a principle that is important for both formal and nonformal education. The whole adult education movement is a significant part of the formal school system.

The political economy of literacy in the Third World. Youngman, Frank. v23(1990) no4:5-13. English.

Continues a debate which began at the ICAE Fourth World Assembly's workshop on the Political Economy of Literacy. Applies the perspective of political economy to analyze the complexity of adult education activities.

The politics of literacy in Latin America. Campos Carr, Irene. v23(1990) no2:50-68. English.

This paper examines the political and socio-economic circumstances that have allowed large masses of people to remain without schooling, and discusses the changes in the politics of economy that have led to the planning and implementation of recent literacy projects in the region.

The practice of literacy in the Netherlands: developing methods and materials in cooperation with tutors. Bohnenn, Ella. v20(1987) no3/4:27-30. English; French.

This paper examines the practice of literacy in the Netherlands, focusing on two examples of theme projects: the language experience approach and the development of reading materials.

The public library and adult education in India. Maitra, Satyen. v7(1974) no2:72-76. English.

Libraries in India have a particular role in providing literature and information, and in searching out the needs of both rural and urban people for literacy training.

The Soviet Union's experience in the elimination of adult illiteracy. Kraevskii, Volodar V. v20(1987) no2:20-25. English.

This paper on the Soviet Union's effort to eradicate illiteracy among adults was prepared for the International Seminar on Literacy in the Industrialized Countries, held in Toronto, 13-15 October, 1987. Reproduced also in v20(1987) no3/4:98-101.

The Statement of Ulan Bator. v21(1988) no1:55-59. English.

The main document adopted by the International Symposium for the Preparation of International Literacy Year, organized by Unesco, held in Ulan Bator, Mongolia, May 24-28, 1987.

The Ugandan literacy experience. Majanja-Zaali, I.M. v24(1991) no1/2:19-24. English.

Provides information on the National Adult Education Association in Uganda, a voluntary organization formed in 1980 with the fundamental aim of promoting literacy.

The voices of new literates from Tanzania. Kassam, Yusuf O. v10(1977) no3:10-13. English.

Excerpts from the study on the impact of the personal and qualitative effects of literacy campaigns. The author conducted conversations with eight new literates. Three of them are reproduced here: "I was made like a plough" by Yusufu Selemani, "Press your thumb there" by Rukia Okashi and "Intellect is wealth" by Salum Nassoro.

Traditionalism versus functionality in adult literacy education. Okenimkpe, M.N. v25(1992) no3:32-43. English.

Discusses basic definitions and approaches to literacy and argues that an exaggerated emphasis has been put on the concept of functional literacy at the expense of traditional literacy education.

Tribal awakening. Dondsen, Kusmal Nanda. v23(1990) no2:5-10. English.

The author, a J. Roby Kidd Award winner for 1989, is a founder of the Rural Community Health Centre in India. The article presents the author's views on adult education, development and literacy.

Unesco 1983 literacy award winners. v17(1984) no1:70-71. English.

Effective contributors to the literacy work from Lesotho, Kenya, Burma and Peru were the winners of the four 1983 literacy prizes.

Unesco institutes increase literacy activities. v14(1981) no4:74-75. English.

Reports on the continuing interest of Unesco in the struggle against illiteracy, reflected in the programmes of the two of its specialized institutes: Unesco Institute for Education (UIE) and the International Institute for Educational Planning (IIEP).

Unesco literacy awards for 1986. v19(1986) no2:76-77. English.

Literacy achievements in China, Colombo, Congo and India were the winners of the four 1986 prizes awarded annually for meritorious and effective contributions to the struggle against illiteracy.

Unesco Literacy awards for 1987. v20(1987) no2:88-89. English.

Spain, Thailand, Tanzania and a literacy worker from Indonesia are the 1987 winners of the four literacy awards administered by Unesco.

Unesco prizes honour literacy efforts. v24(1991) no4:89. English.

Inform on five international prizes awarded by Unesco on September 9, 1991.

View from the grassroots and shop floor. Marshall, Judith. v24(1991) no1/2:3-7. English.

Concentrates on the review of NGO literacy worldwide, the theme of the international consultation in Namibia, October 1990. The gathering of 34 women and men was organized by ICAE as a part of its programme for International Literacy Year.

What does literacy mean to rural people? Thailand's study of experiences and impact. v20(1987) no1:19-29. English.

Investigates the outcomes of the early stages of Thailand's National Literacy Campaign. Particular attention is given to the short-term study focusing on the experiences of new literates.

What literacy means for Koreans in Japan. Jung Do, Bae. v24(1991) no4:76-78. English.

The level of illiteracy among Korean population living in today's Japan is unknown but the problem does exist. Public-run evening schools have been set up for and by these groups.

What role for ICAE in support of literacy? Hinzen, Heribert. v17(1984) no3:60-61. English.

Comments on the role of ICAE in supporting literacy work.

Why 800 millions still cannot read or write: EWLP report makes critical assessment. v8(1975) no4:11-13. English.

This report of the World Literacy Programme shows that one of the major lessons still to be applied is the

importance of the critical awareness that will enable new literates to transform and master their lives.

Why do we have a literacy problem among adults in Ireland? Mernagh, Geraldine. v24(1991) no1/2:70-79. English.

This article deals with the issue of development of literacy provision in Ireland and describes some features of the development of the adult literacy movement in this country.

Why literacy can't wait: issues for the 1980s. Bhola, Harbans S. v14(1981) no1:6-23. English.

Discusses the issue of literacy for development in the context of policy-making by assessing the effects of literacy on individuals, family, community and society.

Why should we become literate? Testament to the wisdom of learners. v20(1987) no2:13-14. English.

A poem put together by a group of poor and illiterate people in India, who were involved in the country's adult education programmes, adopted as a statement for those engaged in literacy work by the participants of the International Seminar on Literacy in the Industrialized Countries, organized by ICAE in Toronto, October 13-15, 1987. Reproduced also in v20(1987) no3/4:18-19.

Without literacy, development limps on one leg. Bhola, Harbans S. v17(1984) no3:58-60. English.

Discusses the importance of planning appropriate literacy projects and programmes.

Women and literacy: a quest for justice. Ramdas, Lalita. v23(1990) no1:27-43. English.

The author explores the relationships between literacy and justice in the global context, highlights the often neglected area of literacy for women, seeks definitions of literacy, its concepts, and its links with justice and outlines some future strategies of action.

Literacy - Research/Evaluation

Notes on literacy research: the state of the art. Hall, Budd L. v8(1975) no4:14-22. English.

The author shows the growing agreement on the factors that underline effective literacy and points out the research need for assembling and sharing data on literacy and basic education projects.

Research abstracts. v1(1968) no3:87-88. English.

Four abstracts of work on methods and techniques used in basic education and adult literacy materials and programmes.

Research on literacy and work among the rural poor. King, Kenneth J. v12(1979) no3:32-41. English.

The author discusses two approaches to literacy research based on the principle of motivation, and suggests kinds of studies which can contribute to a

better appraisal of the role of literacy.

Literacy and Women

ActionAid publishes key report on women's literacy. v24(1991) no3:94. English.

A recent report published by ActionAid Preparing the Future - Women, Literacy and Development examines the effects of literacy on the social, economic and personal aspects of women's lives.

Adult education in the era of modern technology. Cassirer, Henry R. v3(1970) no2:37-44. English.

The basis of education is communication and acknowledgement that learning does not take place only within institutions. Experimental TV programmes for illiterate women in Senegal are described.

Aperçu sur L'Association malienne pour l'information et la formation des adultes. Halimatou, Traoré. v20(1987) no2:93-94. French.

Information on goals and activities of the Association, including its actions for literacy for women.

From learning literacy to regenerating women's space: a story of women's empowerment in Nepal. Parajuli, Pramod; Enslin, Elizabeth. v23(1990) no1:44-56. English. The author describes a literacy programme in Nepal, which shows how the ability to read and write can be a force in the empowerment process of subordinated groups such as women.

Gender issues and literacy: an analysis. Ramdas, Lalita. v23(1990) no4:37-48. English.

In this paper, presented to the World Conference on Education for All, Jomtien, Thailand, 1990, the author analyzes the drafts of the official documents from a gender perspective and concludes that although some changes of the original texts have been made, they do not reflect criticism projected by many groups in many countries.

L'alphabétisation fonctionnelle au Centre de Formation Féminine. Bangoura, Mohamed Lamine. v23(1990) no2:11-14. French.

The author, who made an important contribution to functional literacy for women, presents a literacy and training project in Cameroon, for which he was awarded the J.Roby Kidd Award for 1988.

Literacy and women in South Africa: an alternative approach to learning. Mlambo, Nombeko. v20(1987) no3/4:58-60. English; French.

The author shares some reflections on literacy work with women's groups in Cape Town, South Africa, under the auspices of the Council for Black Education and Research Trust.

Role of the women's movement in literacy campaigns: the Portuguese experience. Neves, Helen. v15(1982) no3:73-76. English.

Describes the role of the Democratic Movement of Portuguese Women in a literacy campaign.

The why and how of literacy for women: some thoughts in the Indian context. Bhasin, Kamla. v17(1984) no4:37-43. English.

As a contribution to the 'Dialogue for Literacy', the author focuses on the questions of why and how to organize a nation-wide movement to eradicate illiteracy among women.

Women and literacy: a quest for justice. Ramdas, Lalita. v23(1990) no1:27-43. English.

The author explores the relationships between literacy and justice in the global context, highlights the often neglected area of literacy for women, seeks definitions of literacy, its concepts, and its links with justice and outlines some future strategies of action.

Women and literacy: what are the hidden issues? v20(1987) no3/4:71-72. English; French.

An overview of a discussion of some 25 women from the Third World and industrialized countries, and from urban and rural areas of Canada. This discussion was held during the workshop on Women and Literacy.

Women's education in India: problems and prospects. Reddy, M.C. Reddeppa. v24(1991) no4:35-41. English.

An analysis of the causes of low literacy rates among women in India. The author suggests a change in attitude towards the education of women as a first measure to create favourable environment for women's learning.

Women, adult education and literacy: a Caribbean perspective. Ellis, Pat. v17(1984) no4:44-53. English. This paper examines the relationship between education and the region's socio-economic development, and looks at the role of adult continuing education in this relationship.

Literacy Campaigns

Adult education in India. Farooq, Nishat. v24(1991) no1/2:53-59. English.

This article provides the historical background of adult education in India and information on the National Literacy Mission and other literacy programmes and mass literacy campaigns.

India launches national literacy campaign. v21(1988) no1:60. English.

The National Literacy Mission of India aims to help 80 million adults to become literate by 1995.

India's new challenge: the National Adult Education Programme. Bordia, Anil. v11(1978) no3/4:27-35. English.

An overview of the aims, scope, and administrative and implementation structure of the National Adult

Education Programme (NAEP).

Iran's contribution to literacy. Pahlavi, Ashraf H.I.H. Princess. v4(1971) no4:6-9. English.

National youth projects organized in Iran include opportunities to participate in literacy classes. This is one of the methods to curb unemployment and to eradicate illiteracy.

Korea's long march towards a literate nation. Un Shil, Choi. v20(1987) no3/4:93-95. English; French. This paper describes the three phases of the Korean literacy campaign, carried out from the 1940s to 1970s.

La alfabetización en las zonas rurales. Adam, Félix. v1(1968) no3:37-45. Spanish.

A successful literacy programme demands reorganization of the economic structure in rural areas. Some aspects of Latin America's economic structure are discussed.

Literacy training and revolution: the Vietnamese experience. Khôi, Lê Thành. v8(1975) no4:29-38. English.

The author describes factors in the country's successful organization for national and social liberation that gave impetus to a coordinated literacy campaign.

Mass mobilization for illiteracy eradication in Iraq. Lucas, Christopher J. v15(1982) no3:19-27. English. Focuses on the organization of Iraqi literacy campaign in late 1979, with an emphasis on planning, mass mobilization and assessment.

MOBRAL - the Brazilian literacy movement: a first-hand appraisal. Cairns, John. v8(1975) no2:12-23. English.

The Brazilian Literacy Movement has evoked both praise and criticism. The article is an appraisal prepared after first-hand observation in Brazil.

Perspectives and lessons from the adult literacy campaign in England and Wales. Wells, Alan. v20(1987) no3/4:36-40. English; French.

Identifies some of the main features of the adult literacy campaign in England and Wales perceived here as an example of a broad literacy action in an industrialized country.

Present plans for literacy education in Thailand. Sangmahli, Sman; Power, Hilton. v1(1968) no3:58-62. English.

The five-year project initiated in 1967 has identified the lack of skilled adult educators and difficulty in coordinating various programmes.

Role of the women's movement in literacy campaigns: the Portuguese experience. Neves, Helen. v15(1982) no3:73-76. English.

Describes the role of the Democratic Movement of Portuguese Women in a literacy campaign.

Survey of the Literacy Campaign in the U.S.S.R. Ivanova, A. M. v1(1968) no3:19-24. English.

The author describes efforts to eradicate adult illiteracy in the years 1917-1940. Special attention is given to non-Russian speaking nationalities, women and workers.

The adult literacy campaign in the United Kingdom. Devereux, W.A. v10(1977) no1:10-19. English.

Reports on adult literacy campaign in its first year of operation with emphasis on cooperation between government and local education authorities, media and voluntary organizations.

The Cuban Literacy Campaign. Lorenzetto, Anna; Neijis, Karel. v1(1968) no3:46-51. English.

The authors discuss main characteristics of the Cuban Literacy Campaign: organization of voluntary literacy workers and persuasive use of media.

The first year of Nigeria's Mass Literacy Campaign and new prospects for the future. Omolewa, Michael. v17(1984) no1:55-62. English.

The objective of this paper is to identify the status of the current Mass Literacy Campaign in Nigeria one year after it has been launched. Examines the role of government, the issues of planning, funding, mobilization factors and discusses future prospects.

The national literacy programme in Jamaica. Hutchinson, Edward. v7(1974) no1:79-81. English.

In 1972, the National Literacy Programme aimed to eradicate illiteracy within 4 years. Its achievements and difficulties are described.

The voices of new literates from Tanzania. Kassam, Yusuf O. v10(1977) no3:10-13. English.

Excerpts from the study on the impact of the personal and qualitative effects of literacy campaigns. The author conducted conversations with eight new literates. Three of them are reproduced here: "I was made like a plough" by Yusufu Selemani, "Press your thumb there" by Rukia Okashi and "Intellect is wealth" by Salum Nassoro.

Unesco/ICAE study of literacy campaigns in the context of development. v13(1980) no4:77. English. Reports on a comparative study of the role of successful national literacy campaigns of the 20th century.

What does literacy mean to rural people? Thailand's study of experiences and impact. v20(1987) no1:19-29. English.

Investigates the outcomes of the early stages of Thailand's National Literacy Campaign. Particular attention is given to the short-term study focusing on the experiences of new literates.

Literacy Programmes

A preliminary review of community based literacy

initiatives in the Caribbean in the 1980s. Jules, Didacus. v23(1990) no1:85-99. English.

This paper reports on the 1987 survey of community-based literacy initiatives, conducted in various Caribbean countries. Includes the project's history, major objectives, description of its methods and effects on the communities.

Adult education in India. Farooq, Nishat. v24(1991) no1/2:53-59. English.

This article provides the historical background of adult education in India and information on the National Literacy Mission and other literacy programmes and mass literacy campaigns.

Alternative literacy in South Africa: the experience of learn and teach. Simmonds, Rob. v23(1990) no1:57-70. English.

An overview of literacy work in South Africa, with an emphasis on alternative literacy projects and initiatives such as the Learn and Teach project in Johannesburg.

Autodafé of an adult literacy worker. Bonanni, C. v4(1971) no1:21-29. English.

Many literacy programmes in the Third World come under criticism because they teach concepts that are outside the illiterate's experience and underestimate the adult's maturity, creativity and richness of their lives.

Beat the Street: an urban literacy program. Pearpoint, Jack; Forest, Marsha. v23(1990) no1:71-84. English.

A profile of the literacy programme at Frontier College, Toronto, established by street people to mobilize their talents to help each other in the frightening environment of a large city.

Building a national movement: the Caribbean experience. Jules, Didacus. v20(1987) no3/4:47-49. English; French.

The author demonstrates Caribbean experiences in the struggle to eliminate illiteracy, focusing on the three national movements in Cuba, Jamaica and Grenada.

Community-based literacy action at the grassroots. v20(1987) no3/4:67-68. English; French.

An overview of the workshop on Community-Based Literacy, held during the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15, 1987.

From learning literacy to regenerating women's space: a story of women's empowerment in Nepal. Parajuli, Pramod; Enslin, Elizabeth. v23(1990) no1:44-56. English.

The author describes a literacy programme in Nepal, which shows how the ability to read and write can be a force in the empowerment process of subordinated groups such as women.

History of the adult literacy program in Antigua. George, Gordon. v24(1991) no1/2:65-69. English.

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The author describes the Antigua Literacy Program which was set up to fill the gap in the educational system by providing literacy instruction to young people over 16. Most participants are women in their 20s and urban, unskilled workers.

Literacy for and by the people: Kenya's Kamirithu project. wa Mirie, Ngugi. v13(1980) no4:55-61. English.

The author argues that relevant content in any educational system should reflect the people's everyday reality. This point is illustrated by a description of a literacy project at Kamirithu Community Educational Cultural Centre.

Literacy through literature: a reading club with imprisoned youth and young adults. Budweg, Peter; Schins, Marie-Thérèse. v24(1991) no4:63-71. English.

Describes the establishment of a reading club. The target group consists of persons with long-term sentences who have had little or no relation at all to writing or a writing culture.

Meeting the educational needs of workers. v20(1987) no3/4:69-70. English; French.

Discusses the need for greater recognition of the importance of providing more opportunities for literacy and further education for people in the workforce and the unemployed.

"Norwegian for practical use": a multi-media project for adults with reading and writing difficulties. v20(1987) no3/4:104-107. English; French.

This paper describes a multi-media project in Norway that concentrated on people with reading and writing problems due to dyslexia, lack of motivation, or insufficient education and training in literacy skills.

The 1960s - A decisive decade for literacy. Cairns, J. C. v3(1970) no2:11-18. English.

The author reviews initiatives and projects that have been undertaken since the 1960 World Conference on Adult Education held in Montreal and discusses the pilot projects of the Experimental World Literacy Programme and supportive activities.

The BBC Adult Literacy Project. Stevens, Jenny. v10(1977) no1:20-28. English.

Describes the project believed to be the first attempt to use broadcasting on a massive scale to discover the extent of illiteracy problem in an industrialized society, and to contribute to its alleviation.

The experimental projects sponsored by UNESCO and the revolutionary element in literacy. Lorenzetto, Anna. v1(1968) no3:31-36. English.

The author places emphasis on the cultural element inherent in literacy development, touches on programmes linked with revolutionary movements and stresses the importance of the relationship between literacy and continuing education.

The Kotobuki Literacy School. Ohsawa, Toshiro. v24(1991) no4:78-79. English.

The Kotobuki Literacy School in Japan has provided literacy instruction to such disadvantaged groups of Japanese society as Buraku people, Koreans living in Japan, disabled, Okinawans and Ainu people.

U.K. Adult Literacy Documentation Service. v10(1977) no2:84. English.

This Service aims to provide up-to-date documentation support in adult literacy and related fields and to facilitate communication between literacy workers in various parts of the world.

Update on U.K. adult literacy development. v10(1977) no4:76-80. English.

Reports on the plan to establish a new Adult Literacy Unit, framework of provision, contribution of volunteers and impact of adult literacy.

Why 800 millions still cannot read or write: EWLP report makes critical assessment. v8(1975) no4:11-13. English.

This report of the World Literacy Programme shows that one of the major lessons still to be applied is the importance of the critical awareness that will enable new literates to transform and master their lives.

Literacy Programmes - Research/Evaluation

Adult literacy in the United Kingdom: the research dimension. Jones, H.A. v10(1977) no1:29-36. English. Describes a three-year research project on effectiveness of media in tackling the problem of adult illiteracy.

Evaluation of the Experimental Literacy Program. Saksena, H. P. v1(1968) no3:74-79. English.

The author outlines the special significance of evaluation, its design and general problems.

Some observations of the methodological nature concerning the evaluation of the Experimental World Literacy Programme. Haemmerli, A. v5(1972) no1:66-70. English.

The EWLP faces the difficulty of establishing criteria and standards that can measure literacy effectiveness in very different countries.

Media

A hands-on approach to popularizing radio learning group campaigns. Byram, Martin; Kidd, Ross. v16(1983) no4:14-23. English.

This article describes an attempt to popularize and promote the adoption of the Radio Learning Group Campaign, an approach to mass education used in Tanzania and Botswana.

Adult education and multi-media systems. v10(1977) no1:73. English.

Excerpts from the recommendations of a seminar in Brussels, Dec. 1976, focusing on the need for an integrated organizational structure of the agencies, necessary for effective multi-media systems.

Adult education in the era of modern technology. Cassirer, Henry R. v3(1970) no2:37-44. English.

The basis of education is communication and acknowledgement that learning does not take place only within institutions. Experimental TV programmes for illiterate women in Senegal are described.

Adult education through radio and television in Japan. Takatsuka, Satoru. v1(1968) no2:36-41. English.

Rapid economic growth and the technological innovations have contributed to the change of the concept of education. Radio and television are used in high school and college settings, and in vocational training.

Adult literacy in the United Kingdom: the research dimension. Jones, H.A. v10(1977) no1:29-36. English.

Describes a three-year research project on effectiveness of media in tackling the problem of adult illiteracy.

Auto-éducation des adultes en milieux populaires. Josse, Michelle. v7(1974) no4:24-33. French.

The article describes a multi-media programme, designed as a self-directed learning process for underprivileged and under-educated adults in Quebec.

BBC computer literacy project. Salkeld, Robert. v15(1982) no4:19-25. English.

The project was launched in January 1982 as a ten-part television series introducing a beginner to computers and their applications.

Computer communications and environmental education. Alm, Andy. v25(1992) no2:55-62. English.

The author explores the role of computer networking in environmental education and presents some successful examples of existing networks.

Cultural role of mass media in transitional societies. Mathuz, J. C. v1(1968) no2:46-50. English.

The author points out that mass media should not create uniformity but reflect indigenous and local forms of expression such as traditional and folk forms of music, drama, dance and film.

Distance education research on understanding print. Mitton, Roger. v10(1977) no3:30-33. English.

Describes research undertaken by the Lesotho Distance Teaching Centre on people's ability to understand text and illustrations in order to identify the potential audience for two media: radio and print.

Educational radio programme for nomadic people. Ezeomah, Chimah. v16(1983) no3:59-64. English.

Describes an educational programme suited to nomadic Fulani's way of life, organized by the Nigerian Government and educational authorities. The objec-

tives of the programme and programme reception are also discussed.

European cooperation on multimedia materials. Normie, Gerald. v18(1985) no3/4:137-140. English. Describes the project known as European Materials for the Training of Adult Educators (EURAD), initiated by a steering group of the Council of Europe, which recognized that the international co-production of materials for the training of adult educators would be both feasible and useful.

Forests are wealth: Tanzania forestry campaign. Kassam, Yusuf O. v22(1989) no4:33-38. English. This article describes a six-month national radio study group campaign on village afforestation.

Functional adult education for rural people: communication, action research and feedback. Bowers, John. v10(1977) no3:34-43. English.

This paper is concerned with some of the problems of providing functional adult education for rural people, especially for the poor and illiterate sections of the population. Suggestions for improving the quality of communication in rural areas are provided.

Getting the mixture right: nonformal education through community radio in the Bolivian Altiplano. Burke, Richard C. v20(1987) no2:69-81. English. This article presents ECORA- Educación Comunitaria Radial (Community Education through Radio) and its nonformal education programme, including its objectives, methodology, implementation techniques and brief evaluation.

International Bureau of Education: an international information system in adult education. v5(1972) no3:86-94. English.

One of the papers presented at the Third International Conference on Adult Education in Tokyo which discusses the role of the IBE in information exchange and development of systems to facilitate storage and retrieval of information in adult education.

International Commission for the Study of Communication Problems. MacBride, Sean. v11(1978) no3/4:108-110. English.

Outlines origins, mandate, members and work of the Commission.

La pratique de la communication en milieu rural. v10(1977) no3:74-75. French.

A summary of a report on the use of media in rural areas.

La radio para el oyente. Constantino, Ricardo. v1(1968) no2:57-61. Spanish.

The problems of artists' and educators' search for the most effective forms of broadcasting for large audiences are discussed in the context of the Argentinian situation.

Le Colloque International des Radios et Télévisions d'Expression Française. v10(1977) no4:75-76. French. Reports on the symposium on the role of radio and television in the process of development of the society.

Les Dakaraises à l'école du petit écran. Leeming, Owen. v1(1968) no2:51-53. French.

Reports on the first two years of a six-year experiment that began in 1966 in cooperation between Unesco and Senegal. An international team developed programme techniques for reaching underprivileged adults and started with health education directed towards women.

Los medios de comunicación en la educación de adultos. Pasquali, Antonio. v1(1968) no2:27-35. Spanish. Many modes of communication which are valuable for the education of adults should be used in a coherent way and take sociological, economic, cultural and political factors into account.

Mass media of communication and the development of human resources. Cassirer, Henry R. v1(1968) no2:9-17. English.

The importance of mass media is discussed in relation to the issue of application of mass media techniques to adult education.

Nutrition education via radio commercials. v17(1984) no2:73. English.

A Filipino example of a radio commercial on nutrition used to educate rural mothers.

Recent bibliography. v1(1968) no2:91-92. English.

Lists more than 40 titles (including conference papers) published in the 1960s on the use and role of media in adult education.

Rural School-on-the-Air for the Philippines. Bernardino, Felicita G. v11(1978) no1:79-80. English. Describes a governmental programme whose purpose is to bring information on farming, agrarian reform, nutrition, family and health services to rural areas by the use of radio.

Social participation in economic development: the role of labour education and the mass media. Chu, Paul B. J. v2(1969) no1:29-32. English.

Radio and television can be used on a large scale to involve many workers in action for economic development and social progress.

Some first-hand lessons for adult educators from an international cooperation project. Sandelin, Singa. v17(1984) no1:39-45. English.

The author explores two aspects of international adult education in relation to the Nordic adult education research and development project called the NOVU Project.

Television and higher technical education of working people. Waniewicz, Ignacy. v1(1968) no2:18-22. English.

A report on the early stages of a higher education TV project whose aim is to improve the skills of technical workers through at-home viewing programmes and visits to consultation centres.

TEVEC - Une expérience d'éducation globale. Messier, Guy. v1(1968) no2:42-45. French.

Basic education for men and women in underprivileged areas of Quebec is offered through television, correspondence courses and social animation methods.

The BBC Adult Literacy Project. Stevens, Jenny. v10(1977) no1:20-28. English.

Describes the project believed to be the first attempt to use broadcasting on a massive scale to discover the extent of illiteracy problem in an industrialized society, and to contribute to its alleviation.

The communication satellite as educational tool. Long, Peter. v15(1982) no1:45-56. English.

An examination of implications of using communication satellite for adult education in Australia.

The new world of Marshall McLuhan. Thomas, Alan M. v1(1968) no2:74-77. English.

Discusses implications of McLuhan's ideas for adult education and emphasizes the importance of non-print media in literacy training.

The use of mass media in the agricultural extension services of Nigeria. Efonayi, J.A.B. v6(1973) no3/4:32-39. English.

The article describes a study of the use of mass media in the dissemination of agricultural information to the farmers of the Western State of Nigeria.

The Village Video Network: video as a tool for local development and South-South exchange. Stuart, Sara. v20(1987) no2:62-68. English.

The network promotes and encourages the use of video as a tool for development and exchange of tapes among its members. It includes women's organizers in India, literacy teachers in Mali, scientists and farmers in China, family planning workers in the Caribbean and others.

Uchebnoe teledeniye v SSSR. Shatrov, Lev. v1(1968) no2:23-26. Russian.

The distribution of syllabi and synopses of TV lectures before the academic year and promotion of continuing education for teachers, engineers, doctors and managers are described.

Wanted: development communicators. v11(1978) no2:76-77. English.

The Third World needs "a new breed" of communicator who can play the role of development agent as

well as communicator.

Media - Research/Evaluation

Research abstracts on media. v1(1968) no2:87-88. English.

Five abstracts of books, reports and Ph.D. theses on media, supplied by the ERIC Clearinghouse on Adult Education.

National Studies/Projects/Reports

A nation of learners. Kidd, J. Roby. v12(1979) no1/2:25-39. English.

An examination of the development of lifelong education in the United States, including its relation to European concepts, ideas, review of legislation, finance, major events, attitude and performance of learners, concepts and future trends.

A Swedish outreach to adult education and the disadvantaged. v7(1974) no3:77-88. English.

An interim report on the first two years of an experimental scheme to reach out to adults who do not participate in the educational resources of society.

Adapting curricula and materials to meet new needs of adult education in Sweden. v9(1976) no3:81-88. English.

Describes one of the main projects in the research and development programme in adult education whose results indicate that there is a rising need for a modular system that can be used in different forms of education.

Administration of adult education in Denmark. v3(1970) no1:57-63. English.

Extracts from the Act Concerning Leisure Time Instruction which includes sections on the approving authority, youth boards, county advisory officers for leisure time instruction, university extension activities, training of leaders and teachers.

Adult education in modern Greece. Boucouvalas, Marcie. v15(1982) no3:28-36. English.

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EBAE General Assembly, Switzerland, September 1991. Oglesby, L.K.; Bax, Bill. v24(1991) no4:91-93. English.

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Environmental education in the Arab countries. Al Agib, Ibrahim. v25(1992) no2:75-76. English.

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Illusions of progress - confessions of an unreformed optimist. Duke, Chris. v25(1992) no4:57-64. English. In this personal account, the author remembers the formation of ICAE, his links with it, the Council's relationships with the Asian regional organization and international organizations, and the cycles of the ICAE's growth and difficulties.

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Indian Association's initiatives for literacy. v20(1987) no2:91. English.

Information on the Association's continuing promotion of literacy through its two literacy awards and the Forum for Parliamentarians for Adult Education.

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A concise description of adult literacy activities in the region primarily focused on the collaboration between NGOs and government agencies.

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A profile of Barbara Bailey, the author of a winning design of the new *Convergence* cover.

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North American popular educators organize. v25(1992) no1:96. English.

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Popular education and ecology. v22(1989) no4:87. English.

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PRIA celebrates ten years of service. v25(1992) no1:95. English.

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Progress for lifelong education with perestroika. Cervero, Ronald M. v21(1988) no2/3:140-142. English.

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Questions pour les associations volontaires. Dumazedier, Joffre. v16(1983) no1:52-57. French.

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Solidarity network links up Arab women. Gayfer, Margaret. v20(1987) no1:77-78. English.

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The Canadian Association for Adult Education and the development of public policy. Cassidy, Frank. v19(1986) no3:25-36. English. This article discusses the significance of the Declaration on Citizenship and Adult Learning, issued by CAAE, and describes the organization's objectives, programmes and conferences.

The Commonwealth Association for the Education and Training of Adults (CAETA). Draper, James A. v23(1990) no2:94-96. English. A profile of an organization founded in 1987 to improve the professional skills and performance of its members as trainers and educators of adults.

The elusive art of NGO literacy: some issues and reflections. Marshall, Judith. v24(1991) no1/2:93-104. English. The international consultation on NGO literacy, organized in Namibia in October 1990, showed the elusiveness and complexity of the issue. This article summarizes the main points of the discussion and the major outcomes of the consultation.

The experience of the Elimu Association of Zaïre. Bakumba, Nteba; Bukuru Gege, Katana. v24(1991) no1/2:25-31. English. The main goal of the Elimu Association is to promote literacy, develop critical consciousness of the illiterate so that they become aware of their socio-economic context, and to enable them to organize themselves in order to change it.

The organizations of social education in Japan. Komada, Kinichi. v5(1972) no4:33-43. English. An account of the origins and development of social education organizations.

The role of NGOs in primary health care. Barrow, Nita. v15(1982) no2:92-93. English. Excerpts of a Forum on the role of non-governmental organizations in primary health care, organized by the International Council of Voluntary Agencies.

The role of NGOs in the field of adult education. Hall, 68

Budd L. v19(1986) no4:1-20. English. This article describes the development of NGOs, their variety, scope, activities and main characteristics. A very strong growth over the years in the number of NGOs in the field of adult education is noted.

The sound of people learning and organizing for change. Gayfer, Margaret. v25(1992) no4:17-26. English. The author's 13 years of experience as editor of *Convergence* and first coordinator of the ICAE Women's Programme, provides her with the rare insight into the history and progress of the Council and its journal.

The Ugandan literacy experience. Majanja-Zaali, I.M. v24(1991) no1/2:19-24. English. Provides information on the National Adult Education Association in Uganda, a voluntary organization formed in 1980 with the fundamental aim of promoting literacy.

The Women's Program, ICAE. v21(1988) no4:87-91. English. Reports on the activities of the Women's Programme: the international coordination of a large network of adult educators in different regions, exchange of experiences and information, publication of materials and actions to promote the role of women within the adult education movement.

The work of the Sudan Extension Unit and proposal for a Refugee Education Network. Healey, Patrick. v20(1987) no2:49-57. English. Proposes that ICAE establish a Refugee Education Network, linked through its regional member organizations, to create a shared body of knowledge and continuing communication about refugee educational issues.

U.K. Educational Gerontology Association. v19(1986) no1:75. English. Concise information on the establishment of the Association, its goals and activities.

View from the grassroots and shop floor. Marshall, Judith. v24(1991) no1/2:3-7. English. Concentrates on the review of NGO literacy worldwide, the theme of the international consultation in Namibia, October 1990. The gathering of 34 women and men was organized by ICAE as a part of its programme for International Literacy Year.

WAND marks its tenth anniversary. v21(1988) no4:85. English. In November 1988, the participants of the Women and Development Unit (WAND) anniversary celebrations discussed strategies for improving the status of women in the Caribbean.

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Heribert. v17(1984) no3:60-61. English.
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A list of the women's international NGOs admitted by Unesco to category C and B.

Nonformal Education

Administration of adult education in Denmark. v3(1970) no1:57-63. English.

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Bibliography. v2(1969) no4:92-93. English.
Includes monographs and conference papers on the subject of leisure.

Co-ordination and co-operation at local, national and international level. Duke, Chris. v12(1979) no3:8-20. English.

A paper presented at the Commonwealth Conference on Non-formal Education for Development, held in Delhi, January 1979. Discusses nonformal education in the political, social, and economic context of development. Focuses on issues concerning cooperation and coordination at the local, national and international level.

Comparative research project on organization and structure of adult education in Europe. Maydl, Premysl; Savicky, Ivan. v19(1986) no3:61-69. English.
The article describes the activities of the European Centre for Leisure and Education.

Education and training for out-of-school Afghan refugee youth and adults in Pakistan. Sinclair, Margaret. v23(1990) no3:49-58. English.
The author describes educational and training programmes offered to out-of-school youth and adults resident in the Afghan refugee villages, and argues that nonformal education and apprenticeships would improve the current situation.

Education, learning and development: evolving concepts. Blunt, Adrian. v21(1988) no1:37-54. English.
This paper discusses some of the major conceptual shifts that have occurred in the field of education in development, differentiates between education and learning, describes the emergence of nonformal and lifelong education and traces shifts in concepts of development and learning.

El museo nacional de antropología de México. López, Gilberto. v3(1970) no2:76-82. English.
Mexico's famous National Museum of Anthropol-

ogy, built in 1960, concentrates on the cultural panorama of indigenous peoples and their civilization.

Empowering women through education: lessons from international cooperation. Stromquist, Nelly. v19(1986) no4:1-22. English.

The author examines the contribution of nonformal education toward the conditions of women within the context of international agency support, and analyzes the patterns of the state and NGOs' effectiveness in providing nonformal education programmes for women.

Field studies in Ghana and Sri Lanka: indigenous nonformal adult learning in two rural communities. Amaratunga, Carol Mallette. v10(1977) no2:41-53. English.

Summarizes findings from the two case studies which aimed at the assessment of how modernization and western models affect traditional learning and conscious integration of the rural adults into the development process.

First Conference on Physical Education and Sport: an agenda for the next 40 years. Kidd, Bruce. v10(1977) no2:79-81. English.

Summary of the report by the International Council of Sport and Physical Education which stresses the importance of physical education and sport for all.

Getting the mixture right: nonformal education through community radio in the Bolivian Altiplano. Burke, Richard C. v20(1987) no2:69-81. English.

This article presents ECORA- Educación Comunitaria Radial (Community Education through Radio) and its nonformal education programme, including its objectives, methodology, implementation techniques and brief evaluation.

Leisure - a field of action for adult education. Kotasek, Jiri. v2(1969) no4:19-25. English.

Leisure is viewed in the context of social structure, and its relation to work is investigated.

Leisure time utilization, U.S.A. Suhm, Lawrence. v2(1969) no4:35-41. English.

Leisure is viewed as freedom "for" rather than freedom "from" certain conditions. The author attempts to identify main activities, the amount of time available and financial considerations.

Les insuffisances de l'éducation. Lengrand, Paul. v6(1973) no2:8-16. English.

The author points out that communication between the world of school and the work life of the majority of men and women is accidental and intermittent.

Liberal education - defined and illustrated. Liveright, A. A. v3(1969) no4:4-7. English.

The author proposes the basic definition of liberal

education and argues that any attempt to determine its meaning inevitably leads to more elaborate and universal formula.

Meeting the needs of the adult learner: using nonformal education for social action. Clark, Michael. v11(1978) no3/4:44-53. English.

This article describes how the Highlander Center in the Appalachian region of the U.S., through its use of nonformal education and support of grassroots movements and racial and cultural minorities, applies the principle of social and political action.

Nonformal education and rural evolution: multiple perspectives. Lamichane, Shreeram; Kapoor, Dip. v25(1992) no3:44-52. English.

Argues that formal systems of education are not suited to achieve a more integrated role of education in the daily life of people. Nonformal education can offer a democratic opportunity for the pursuit and development of critical minds.

Obrazovanie vzroslykh pri probleme dosuga. Darinski, Anatoli. v2(1969) no4:55-60. Russian. Adult education must find its way to raise the cultural standards for adults and to shape ways of spending free time and professional skills.

Obstacles to nonformal education development: the case of Papua New Guinea. Bray, Mark. v17(1984) no2:43-50. English.

As an example of the difficulties facing nonformal education and its development, this article reviews government and church activities in Papua New Guinea, highlights several projects, indicates the obstacles to nonformal education development and suggests some solutions.

Organization and finance of non-formal education. Green, Reginald Herbold. v12(1979) no3:42-54. English. Within the framework of nonformal education, the author discusses the most significant aspects of organization and financing of educational programmes.

Participation in non-formal education projects: some possible negative outcomes. Pigozzi, Mary Joy. v15(1982) no3:6-18. English.

Raising questions and sharing experiences, the author explores some of the potentially negative outcomes of participation in order to make the educational programmes more efficient.

Philadelphia's Junto: learning can be fun. Pyle, Hugh G. v2(1969) no1:77-80. English.

The concept of discussion group activities was introduced in North America by the Junto Group in 1772. The Junto Group was reborn in 1941 and has since enrolled over 250,000 adults.

Planning for leisure. Samuel, Nicole. v2(1969) no4:26-70.

34. English.

This article reports on research on factory workers showing both uniformity and differentiation in leisure activities.

Programmes of non-formal education for women. Jayaweera, Swarna. v12(1979) no3:21-31. English.

Focuses on these forms of nonformal education that may change the occupational patterns of women: vocational programmes, training programmes for the rural sector and non-vocational education.

Recommendations for action in Southeast Asia. v10(1977) no3:65-66. English.

Recommendations of the Regional Conference on Non-formal Education concerning training, research and development, information programmes and personnel exchange.

Récréologie: l'étude de l'homme et du loisir. Beauchesne, Jean-Marc. v2(1969) no4:42-47. French. The author indicates that in a post-industrial society personal values cannot be defined or measured by a kind of job-related activities but by the quality of a person's whole life. This creates a new challenge for educators.

Sport. Groombridge, Brian. v2(1969) no4:61-65. English. The author seeks to explain why sport and adult education have been separated at the policy-making level despite the obvious links between them.

Svobodnoe vremya i obrazovanie vzroslykh. Kokorev, Igor; Lyubashevskii, Yuri. v3(1970) no2:64-71. Russian. The five-day week has increased free time of employed men and, in effect, the number of workers continuing their education is high. But free time for working women is still a problem.

The European Centre for Leisure and Education. v2(1969) no4:74-77. English.

The Centre was established in Prague, Czechoslovakia, in 1968 and focuses on four types of activity: research, editorial, bibliographic and documentary.

The host country Namibia. v24(1991) no1/2:8-18. English.

A concise overview of nonformal education and literacy programmes in Namibia, the host country of the international consultation of NGO literacy world-wide.

The new law on leisure-time education in Denmark. Himmelstrup, Per. v2(1969) no4:48-54. English.

The author investigates historical background of the concept of adult education in Denmark, new law and its fundamental principle. Abstract of the Act Concerning Leisure-Time Instruction is included.

The Nigerian conference on the right to learn. Oduaran, Akpovire. v19(1986) no3:77-79. English.

Information on the 14th annual conference whose theme was The Right to Learn: the Role of Non-formal Education, organized by the Nigerian National Council for Adult Education.

Toward a philosophy of leisure. Farina, John. v2(1969) no4:14-18. English.

The problem of leisure is not related to the question of how one spends time nor what form of recreation is to be chosen but rather to the issue of self-actualization.

Training grassroots educators: provision of nonformal adult education in the Durban region. von Kotze, Astrid. v24(1991) no4:16-24. English.

Argues that one of the first priorities for socio-political and economic transformation must be the creation of a large group of well-equipped educators and trainers who work towards an upgrading of skills among adults falling outside the formal education system.

Universities and nonformal adult education. Draper, James A. v19(1986) no3:70-75. English.

This article is based on a survey of the Commonwealth universities, undertaken to explore the ways in which institutions of higher education are involved in nonformal education.

What can non-formal education do about income generation? Wijetunga, W.M.K. v12(1979) no1/2:120-121. English.

The author stresses the importance of the question for the Sri Lanka's unemployed.

Women's education in development: from welfare to empowerment. Stromquist, Nelly P. v21(1988) no4:5-17. English.

The author reviews the evolution of nonformal education programmes for women over the last 20 years, noting the social forces and voluntary development organizations that have accounted for some of the shifts in the conception of nonformal education.

Nonformal Education - Research/Evaluation

Participatory research or participation put-down? Reflections on the research phase of an Indonesian experiment in non-formal education. Colletta, Nat J. v9(1976) no3:32-46. English.

Describes an initial research phase of a project which has to identify the alternatives to the formal education sector and define the role of participatory research.

Research abstracts. v2(1969) no4:89-91. English. Works on leisure and family and television as well as pre-retirement education.

Older Adults

African nations adopt action strategy on aging. v18(1985) no1/2:117-118. English.

Reports on the first African Conference on Gerontol-

ogy held at Dakar, in December 1984, to discuss the applicability of the Action Plan to African countries.

"Are you happy?" I asked the farmer. Ariyaratne, A.T. v18(1985) no1/2:63-66. English.

The following is from the chapter Sharing of labour in A. T. Ariyaratne's Collected Works vol. 1, published in 1979 and describing village life and tradition in Sri Lanka.

Community leadership role central to education of the elderly in India. Adiseshiah, Malcolm S. v18(1985) no1/2:82-87. English.

This article begins with some extracts from a study that gives a general socio-economic and cultural context of the Indian situation. The second section includes conclusions and priorities for action.

Education and aging in Canada. Macleod, Betty. v18(1985) no1/2:113-116. English.

The author explains why providing education for the older population makes sense from both society's and the individual's point of view.

Éducation et personnes âgées en France: perspectives d'avenir et recommandations. v18(1985) no1/2:88-91. French.

This article is the third section of a report on Education and the elderly in France, prepared by the National Foundation of Gerontology for the 1985 Unesco Conference for Adult Education.

Education in later life: what does it mean? Battersby, David. v18(1985) no1/2:75-81. English.

The author affirms the importance of understanding old age as a sociological phenomenon, elaborates briefly on the position of the elderly in society, and suggests a more rigorous clarification of the concept of education, as it might apply to older adults.

Education, aging and the quality of life. Sihvola, Tapan. v18(1985) no1/2:58-62. English.

The author argues that the significance of education should be seen in a more diversified light, as a factor affecting all aspects of life. He focuses on the special educational needs of the aging and educational policy in Finland.

Emergence of the age of aging. v15(1982) no3:80-82. English.

Comments on the changes in the entire structure of world population; longer average life expectancy makes the world respond to the needs of older adults.

Higher education and older adults. Durnall, Edward J. v18(1985) no1/2:109-110. English.

Describes four of the university's programmes for older adults, two of which were initiated at the University of New Hampshire.

Implications of the emergence of "the age of aging" for lifelong learning. Gayfer, Margaret. v18(1985) no1/2:1-4. English.

This editorial introduces a special double issue of *Convergence*, which focuses on the role of education in the lives of older people.

Implications of aging trends for Latin America. v18(1985) no1/2:119-120. English.

Excerpts of a summary of a meeting of Latin American experts held in Costa Rica prior to the 1982 World Assembly on Aging, which includes some recommendations concerning older people and society as a whole.

Issues for Latin American and the Caribbean. Nusberg, Charlotte. v18(1985) no1/2:125-126. English.

Reports on a week-long briefing organized for 11 countries by the Pan American Health Organization. Discussed issues included: exchanging experiences on the needs of the elderly and identifying resources helpful to national planners and health professionals.

Issues for pre-retirement education. Lumbard, John. v18(1985) no1/2:43-49. English.

The author analyzes the system of pre-retirement education in the United Kingdom, focusing on such issues as programmes of activity, new kinds of learning and some other trends.

Job training programs in the USA demonstrate ability of older adults to learn new skills. Thomas, Dorothy. v18(1985) no1/2:92-98. English.

This article describes two employment and training programmes whose aims are to demonstrate that older adults are able to learn new skills and perform new jobs, and that employers can be educated to overcome negative stereotypes about the capabilities of older workers.

Kenya program brings young and old together. Were, Camillus P. v18(1985) no1/2:120-121. English.

Reports on efforts to give the young positive aspects of the traditional image of older people and to make them realize the potential for an active and fulfilling life into advanced old age.

Lifelong learning for self-sufficiency: a theme and a strategy for the 1980s. Timmermann, Sandra. v18(1985) no1/2:28-37. English.

Discusses the Lifelong Learning Miniconference policy and programme recommendations for consideration by the technical committees, staff, and delegates to the White House Conference.

Living the later years. Marshall, Doris. v7(1974) no3:25-28. English.

The article describes dignity and respect accorded to the elderly and the important role they are assigned in China.

Older adult activities in Australia. Brennan, Barrie. v18(1985) no1/2:122-124. English.

The author writes about three initiatives: Schools for Seniors, the New South Wales Office of Aged Services and the Then-and-Now school project which brings children and older people together.

Older adults and lifelong learning. Thomas, Dorothy. v18(1985) no1/2:4-8. English.

The author argues that we must be concerned about education throughout the entire life span. Such issues as life span development, learning ability, individual differences and attitudes and readiness to grow are discussed.

Pre-retirement education project in Netherlands. Van den, Maria. v15(1982) no1:76-78. English.

Reports on a three-year project in pre-retirement education carried out by a team of six researchers of the Study Centre of the Netherlands Centre for Research and Development for Adult Education.

Programs for China's 80 million elderly. v18(1985) no1/2:111-112. English.

Outlines several governmental programmes which were set up to help the elderly.

Programs for senior citizens in Singapore. Pick, Lim Hoy. v18(1985) no1/2:38-42. English.

Describes objectives and activities of several senior citizens organizations and other organizations which promote services for senior citizens.

Recommendations of the Unesco 1985 Conference. v18(1985) no1/2:105. English; French; Spanish.

Recommendations on the particular needs and rights of older people to education, approved by the Unesco Fourth International Conference on Adult Education.

Retirement: third age or second career?. Hubbard, Lorna M. v9(1976) no3:59-70. English.

Describes provision for the elderly in nine European countries and underlines a need for its constant revision and revaluation in the light of the changing characteristics of pensioners.

Strategies and issues for prison education. Duguid, Stephen. v17(1984) no4:70-71. English.

Reports on the major issues facing prison educators, which were discussed during an international seminar entitled *Strategies for Education within Prison Regimes*, held in England, July 1984.

The effect of time upon life: editorial introduction to a notable study. v7(1974) no4:34-39. English.

Introduces the study on contemporary gerontology and its relevance to retirement policy.

U.K. Educational Gerontology Association. v19(1986) no1:75. English.

Concise information on the establishment of the Association, its goals and activities.

Universities of the third age: an international perspective. Radcliffe, David. v18(1985) no1/2:67-74. English.

The article deals with the background and developments of the University of the Third Age in France and the situation in other countries.

Vienna International Plan of Action on Aging: recommendations concerning education. v18(1985) no1/2:20-27. English; French; Spanish.

Extracts from the Plan of Action, adopted by the World Assembly on Aging, held in Vienna, 26 July - 6 August 1982. Text in three languages.

World Assembly of Aging: first global focus on action and strategies for the future. Francis, Sybil E. v18(1985) no1/2:9-19. English.

Describes activities and discussion which took place during the World Assembly on Aging in Vienna, and provides the text of the final drafting of the Vienna International Plan of Action on Aging and Recommendations for Action.

Young people carry out Ghana project to collect traditional wisdom of the elders. Aggor, Reuben A.; Akwayena, Chris. v18(1985) no1/2:50-57. English. This article describes a project, carried out by young people, to collect customs and folklore from elders of the Awudome traditional area of the Volta region of Ghana.

Participatory Research

A brief review of critical opinions and responses on issues facing participatory research. Conchelos, Greg; Kassam, Yusuf O. v14(1981) no3:52-64. English.

The purpose of this article is to bring together some of the controversies on the subject in a brief and manageable form.

A citizen's research project in Appalachia, USA. Gaventa, John; Horton, Billy D. v14(1981) no3:30-42. English.

Reports on the Land Ownership Task Force which was established to provide comprehensive information on land, taxation and public policy issues that would be useful to local groups and could influence regional and national policies on land related questions.

A perspective on participatory research in Latin America. de Souza, Joao Francisco. v21(1988) no2/3:29-38. English.

The author analyzes participatory research from the political and social perspective, underlines the importance of knowledge required for social transformation and focuses on participatory research methodology.

A question of participation: action and research in the New Communities Project. Fordham, Paul;

Poulton, Geoff; Randle, Lawrence. v8(1975) no2:54-69. English.

The authors describe the ongoing work of an action-research project in a large suburban housing estate. The aim is to develop new strategies for community involvement that would increase working class participation in adult education.

Always together, Yaka Gana: participatory research at Yirrkala as part of the development of a Yolngu education. Marika, Raymatja; Ngurruwuthun, Dayngawa; White, Leon. v25(1992) no1:23-40. English.

A major transformation in education has occurred through the use of a participatory research approach. This paper outlines some of the important aspects of the use of research in the development of education and schooling at Yirrkala, in the Northern Territory of Australia.

Annotated and quotational bibliography on participatory research. Ohliger, John; Niemi, John A. v8(1975) no2:82-87. English.

Includes English language materials on participatory research.

Bridging native and western science. Colorado, Pam. v21(1988) no2/3:49-72. English.

This paper presents an epistemological foundation of native science and explores the possibility of creating a scientific infrastructure by the use of participatory research.

Collective wisdom: participatory research and Canada's native people. Brant Castellano, Marlene. v19(1986) no3:50-60. English; French; Spanish.

The author examines the process and benefits of participatory research. Provides an example of the efforts of Canada's indigenous people to solve the thorny issue of family and child welfare.

Cultural self-awareness of a local community: an experience in the South of Italy. Orefice, Paolo. v14(1981) no1:56-64. English.

Deals with the central phase of a participatory research project founded on a series of socio-educational studies and experiences of cultural work that have been developed in the region of Naples since 1965.

Editorial introduction. Yarmol-Franko, Karen. v21(1988) no2/3:3-4. English.

This editorial introduces a double issue of *Convergence*, which constitutes a second progress report on the evolution of participatory research and adult education.

Enumeration as a tool for mass mobilization: Dharavi census. Patel, Sheela. v21(1988) no2/3:123-135. English. The author writes about an attempt at a participatory enumeration of pavement dwellers to help isolated groups develop insights into their own situation.

- Ethics and accountability: participatory research in a worker co-operative. Mellor, Mary. v21(1988) no2/3:73-84. English.
- The author explores the aims of participatory research through her involvement with a garment workers' cooperative in the North East of England.
- Evaluation of participatory research in developing community leadership skills. Karim, Wazir-Jahan B. v15(1982) no4:52-60. English.
- Explains the dynamic process of decision-making and leadership development through participatory research, using the Malaysian experience as a case study.
- Integrated rural development in St. Lucia: a participatory approach. Pascall, Marinus. v21(1988) no2/3:100-108. English.
- Describes a project aimed at building leadership and promoting management training at the community level and opening up avenues of exchange at the policy-making level.
- International Forum on Participatory Research. v13(1980) no4:72-74. English.
- Reports on the Forum held April 12-22, 1980, in Ljubljana, Yugoslavia.
- Listening to the voice of the consumer: a new model for social services research. Croft, Suzy; Beresford, Peter. v23(1990) no4:62-70. English.
- This paper addresses the issue of greater user involvement in social services and its significant implications for research. These implications are considered by reference to a small-scale research project concerned with older people using social services.
- Managing the community's environment: grassroots participation and environmental education. Ibikunle-Johnson, Victor. v22(1989) no4:13-24. English.
- The author shows how the awareness and attitude of grassroots people can be mobilized at the local community level and transformed through participatory environmental education to generate motivation and skills for effective environmental management.
- Participación campesina, educación de adultos y reforma agraria en Chile. Vió Grossi, Francisco. v8(1975) no2:70-81. Spanish.
- The article discusses agrarian reform in Chile and its influence upon rural participation and adult education. The problems and solutions are described with reference to the 1972 study.
- Participatory development demands participatory training. Bhasin, Kamla. v24(1991) no4:5-15. English.
- A critical assessment of past trends in development: materialism, paternalism and patriarchy. The author argues that human resource development has become more crucial than economic and technical development.
- Participatory research by Indian women in northern Ontario remote communities. Hudson, Grace. v13(1980) no1/2:24-33. English.
- Describes efforts of women in seven communities to promote economic development and cultural and educational programmes. Includes a proposal for women's participatory research.
- Participatory research encounter builds network. v22(1989) no2/3:141. English.
- An information report on the Second Encounter on Participatory Research that took place in Managua, Nicaragua, September 1989.
- Participatory research in agricultural extension. de Vries, James. v15(1982) no1:78. English.
- This report points out that adult educators interested in participatory research have neglected a lot of work done by people from agricultural extension.
- Participatory research in North America. Gaventa, John. v21(1988) no2/3:19-28. English.
- The author focuses on these participatory research strategies for popular groups, which are particularly important in the North American context.
- Participatory research in Southern Europe. Orefice, Paolo. v21(1988) no2/3:39-48. English.
- Focusing on participatory research in Southern European countries, the author underlines the need to broaden the use of its methodologies.
- Participatory research in the empowerment of people. Tandon, Rajesh. v14(1981) no3:20-29. English.
- This paper attempts to analyze participatory research as a concept, approach and movement in the context of the experiences and trends in Asian countries.
- Participatory research methodology and process: experience and perspective of a Caribbean researcher. Ellis, Pat. v23(1990) no4:23-36. English.
- An account of a study designed to focus on the reality of one group of adult education practitioners in the Caribbean, and to involve them in collecting, analyzing and interpreting data that could be used to help improve their practice.
- Participatory research or participation put-down? Reflections on the research phase of an Indonesian experiment in non-formal education. Colletta, Nat J. v9(1976) no3:32-46. English.
- Describes an initial research phase of a project which has to identify the alternatives to the formal education sector and define the role of participatory research.
- Participatory research, popular knowledge and power: a personal reflection. Hall, Budd L. v14(1981) no3:6-19. English.
- Remarks on the origins and development of the theory and practice of participatory research, its common fea-

tures, activities, urgent problems and key issues.

Participatory research: an approach for change. Hall, Budd L. v8(1975) no2:24-32. English.

The author makes the case for adopting an alternative approach to adult education research. Participatory research avoids the oppressive ideological pitfalls, provides more accurate reflection of social reality and assures involvement of the community.

Participatory research: developments and issues. Gayfer, Margaret. v14(1981) no3:5. English.

This special issue provides an update on developments and issues in participatory research through a variety of opinions and experiences of people active in the field.

Participatory research: some comments. Lindsey, J.K. v9(1976) no3:47-50. English.

Analyzes some inherent handicaps of participatory research in the context of the continuing debate over objectivity in social research.

Peasant organization in El Rama, Nicaragua. Blokland, Kess; Picado, Justo Pastor Mairena; Gonzalez, Roberto Sergio Vega. v21(1988) no2/3:109-122. English.

The authors attempt to explain main socio-economic characteristics of the rural area of El Rama, Nicaragua, describe the development of guidelines for organizations and programmes and identify the challenges of their implementation.

Popular participation, research and new alliances. MacCall, Brian. v14(1981) no3:65-73. English.

The author suggests the need for more emphasis on popular participation of rural people in the development process, focusing on a particular role of participatory research.

PRIA celebrates ten years of service. v25(1992) no1:95. English.

The year 1992 marks ten years of the Society for Participatory Research in Asia.

Reflections of a feminist political scientist on attempting participatory research in Aotearoa. Small, Delle. v21(1988) no2/3:85-99. English.

The author's reflections on personal attempts at participatory research that helped her to identify some wider issues in Aotearoa, which, she argues, would have implications for social action.

Research as an educational tool for development. Swantz, Marja Liisa. v8(1975) no2:44-53. English.

The author describes an experimental pilot survey of skills and resources in 46 villages. The research was based on the principle of the villagers' participation in the research plan.

Selective bibliography on participatory research. v14(1981) no3:74-80. English.

Lists books, reports, journals and other materials on the nature, theory and practice of participatory research.

Seminar on role of participatory research in Italy's earthquake reconstruction efforts. Fletcher, Colin. v17(1984) no3:72-74. English.

Reports on the Seminar on Emergency and Local Development: the Contribution of Participatory Research, organized to discuss its appropriateness for urban reconstruction planning.

Social transformation and participatory research. Tandon, Rajesh. v21(1988) no2/3:5-18. English.

The author explores the importance of participatory research as an alternative system of knowledge, examines its contribution and traces continuities and ambiguities of the writings on the subject.

Socio-political implications of participatory research. Vio Grossi, Francisco. v14(1981) no3:43-51. English.

Discusses the problem of the relationship between the method of participatory research (internal element) and the socio-political context in which it operates (external element), both of which are expressions of the same political phenomenon.

Some critical reflections on participatory research. Cohen, Yehezkel. v15(1982) no3:77-80. English.

Reflections on the assumptions, objectives and nature of participatory research as defined and described in several articles in the issue of Convergence (v14, no3) devoted to this subject.

Some criticisms of survey research methods in adult education. Pilsworth, Michael; Ruddock, Ralph. v8(1975) no2:33-43. English.

The authors emphasize that the researcher should use more than one method and that the qualitative and phenomenological methods of participatory research should gain wider acceptance in teaching and research in adult education.

Squeezing out the middleman: the case of betel producers in Sri Lanka. Gajanayake, Jaya. v21(1988) no2/3:136-140. English.

The author presents a particular case of a participatory process where decision-making by those most affected activates the community to achieve a desired change.

Working group on theory of participatory research. v14(1981) no4:76-77. English.

Reports on a working group whose establishment was an outcome of the seminar on the Integration of Participatory Research and Training in Local Development, held in Finland, September 1981.

Peace and Human Rights

A Declaration from 1983 Peace Symposium. v16(1983) no3:23. English.

Text of the declaration issued by adult educators from 21 countries participating in the Peace Symposium, held in June 1983 in Finland, as one of the activities of the Adult Education and Peace Network of ICAE.

Declaration of Unesco Conference: The right to learn/Le droit d'apprendre/El derecho de aprender. v18(1985) no1/2:99-104. English; French; Spanish. The text of a statement calling for renewed commitment to the Right to Learn, approved unanimously by delegates as the Declaration of the Unesco Forth International Conference on Adult Education, held in Paris, 19-29 March 1985.

Editorial introduction. Yarmol-Franko, Karen. v22(1989) no1:3-4. English.

This editorial introduces a collection of articles concerned with peace and human rights, peace education and women's issues.

Gandhi: the film and the man. Guptara, Prabhu S. v16(1983) no4:5-13. English.

Discusses an artistic interpretation of cultural and historical meanings of the film pointing out the lack of some important ideas in it and focusing on real achievements of Gandhi.

International Seminar on Nonviolent Action. v10(1977) no3:68-70. English.

Information on the seminar that was the central event of a project whose primary goal was to strengthen the world-wide network of nonviolent action groups.

Network on adult education and peace. v14(1981) no2:73-74. English.

Reports on the 13th annual international seminar, held in June 1981, in Helsinki, during which the formation of a network of adult educators concerned with the advancement of education for peace was proposed.

New ILO convention protects indigenous rights. Whitehouse, John. v22(1989) no1:94-95. English.

Measures to protect the status of indigenous peoples, to safeguard worker's safety and health, and to improve the lot of night workers, were on the agenda of the 76th session of the ILO's conference.

Pavement dwellers demand justice and receive it. v22(1989) no1:95-96. English.

Reports on a Bombay High Court ruling that advances the legitimacy of the pavement dwellers in this city.

Proposed addendum to the United Nations Rules for 76

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the Treatment of Prisoners. Cosman, J.W. v17(1984) no1:19-27. English.

A discussion and text of the proposed additions to the United Nations document.

Solidarity appeal for women worker activist. v22(1989) no2/3:138. English.

An international solidarity appeal has been launched to seek the release of Lee Young Soon, chairperson of Korean Women Workers Association, who was arrested on June 29, 1989.

Solidarity for imprisoned women. v21(1988) no4:84-85. English.

Reports on Building the Movement, a women's leadership seminar in international adult education.

Support for education of the girl child. v25(1992) no3:91. English.

"Education for All Girls: A Human Right, a Social Gain" was a theme of an international conference, held at the UNICEF House in New York, from April 21 to 22, 1992.

The Buraku literacy movement in Japan. v24(1991) no4:72-75. English.

The Buraku people or Burakumin are placed at the bottom of the Japanese class system economically, socially and culturally. A voluntary literacy movement started out of the Buraku Liberation Movement in 1950s.

The UN World Disarmament campaign: challenge for adult education. Gleazer, Edmund J. v16(1983) no3:24-33. English.

Underlines the importance of peace education, and describes the nature of the UN World Disarmament Campaign.

"The world is a single entity". M'Bow, Amadou Mahtar. v7(1974) no4:10-14. English.

Excerpts from the address by the new Director General of Unesco which affirms conviction that the fundamental values of humanity are the same anywhere in the world.

To work for peace based on justice. Gaspar, Karl. v23(1990) no2:35-42. English.

The author, who won the J. Roby Kidd Award for 1984, has been involved in work for peace and justice as a member of the Redemptorist Mission Team in the Philippines.

What literacy means for Koreans in Japan. Jung Do, Bae. v24(1991) no4:76-78. English.

The level of illiteracy among Korean population living in today's Japan is unknown but the problem does exist. Public-run evening schools have been set up for and by these groups.

Women and peace: an international conference. Hartman, Jan. v22(1989) no1:82-83. English.

Reports on the International Conference on Women and Peace, designed to address the contributions of women in the global struggle for peace.

Women, peace and development in Southern Africa. Machila, Margaret. v22(1989) no1:75-81. English.

Argues that true peace and development can only be attained through self-determination and autonomous direction and describes how women in Southern Africa struggle with the injustice of apartheid and structural violence.

World Decade for Cultural Development. v21(1988) no1:80. English.

Reports that Brother Roger, founder and Prior of the ecumenical community of Taizé, France, was awarded the prize in recognition of his work to promote peace, reconciliation and trust among human beings.

World women unite for peace. v15(1982) no3:84. English.

Reports on the World Congress of Women, Prague, Czechoslovakia, Oct. 81, in which over 1000 women from 133 countries representing a range of political, ideological and religious views took part.

Peace Education

A Freirean approach to peacemaking. Moriarty, Pia. v22(1989) no1:25-36. English.

The author writes about the Nuclear Disarmament Project (NDP), which was to design and implement broad-based educational programmes on the teaching of the church regarding nuclear weapons and the arms race, by recreating a problem-posing approach inspired by the educational philosophy of Paulo Freire.

Adult education for peace. Dijkstra, Piet. v22(1989) no1:5-10. English.

The author provides his interpretation of the concept of peace, trying to find out what our common vision of peace is and how adult education can help the peace movement.

Editorial introduction. Yarmol-Franko, Karen. v22(1989) no1:3-4. English.

This editorial introduces a collection of articles concerned with peace and human rights, peace education and women's issues.

Education for peace: the Australian experience. Sweet-Hin, Toh; Burns, Robin. v22(1989) no1:61-74. English. This article describes Australian peace movement's strategies applied after World War II to lobby for international disarmament with an emphasis on nonformal and formal education activities in the late 1970s and 1980s.

ICAE peace networker receives peace medal. v23(1990) no4:76. English.

Murray Thomson, one of ICAE's most active supporters of the Peace Education Network, has been selected to be the recipient of the Pearson Peace Medal.

Mujer, paz y democracia: un programa de educación para la paz. Valenzuela, Maria Elena. v22(1989) no1:47-60. Spanish.

Describes the work of the Educational Programme for Democracy and Peace, whose purpose was to provide grassroots organizations with information about the process of militarization.

Peace education for adults in Aotearoa. Boanas, Katie. v22(1989) no1:37-46. English.

The author explains how peace issues have been integrated into the educational curriculum and describes peace studies courses for the adult community.

Peace education in a land of suffering and hope: insights from the Philippines. Floresca-Cawagas, Virginia; Sweet-Hin, Toh. v22(1989) no1:11-24. English.

The authors provide insights into how peace education encourages people to engage in personal and social action, which can transform society toward a more just and nonviolent environment.

Peace education in adult education and universities. Dijkstra, Piet. v16(1983) no4:81-82. English.

Reports on a workshop on peace education in adult education and community work, one of the three workshops for a Conference on Peace Education, held in Berlin, September 1983.

Peace education is integral to adult education. Kekkonen, Helena. v14(1981) no4:53-58. English.

Focuses on the implementation of common goals and methods of peace education and their integration into adult education and international cooperation.

Peace education: the responsibility of all. Kekkonen, Helena. v11(1978) no3/4:114-118. English.

Discusses the concept of peace education which, in the author's opinion, is still fairly unknown in Finland, as well as in other western countries.

The Cape Breton peace quilt. v22(1989) no1:91. English. Reports on the quilt designed and sewn by various groups or individuals to depict their images of peace.

The UN World Disarmament campaign: challenge for adult education. Gleazer, Edmund J. v16(1983) no3:24-33. English.

Underlines the importance of peace education, and describes the nature of the UN World Disarmament Campaign.

Planning/Policies

A course for the future: Unesco's plan for the next six years. v16(1983) no2:6-9. English.

Reports on Unesco's Medium-Term Plan for the years 1984 to 1989, which outlines a general course of action.

A European perspective on the Unesco 1985 World Conference on Adult Education. Boshier, Roger. v16(1983) no4:39-48. English.

Reports on the work at the European Conference on Motivation for Adult Education, one of Unesco's preparatory regional consultations for its Fourth International Conference on Adult Education.

A model for planning rural education development: synthesis of experiences in non-industrial societies. Medlin, William K. v16(1983) no2:30-41. English. The analysis and proposed model drawn from ten case studies on agricultural development, performance and efficiency of rural manpower.

Adult education - a plan for development. Jones, H. A. v6(1973) no2:20-27. English. A review of the report of the Russell Committee to the U.K. Government on adult education.

Adult education for social change: all-India Declaration on priorities and action. v15(1982) no4:38-43. English.

The Declaration and Recommendations of the 34th annual all-India Adult Education Conference endorse adult education as a movement and a national programme to bring about social change and equality.

Adult education priorities for Unesco action. v10(1977) no3:73-74. English.

Reports on a consultation for adult education specialists to prepare Unesco's Draft Programme and Budget for 1979-80 and the Recommendation on the Development of Adult Education.

Adult education, basic human needs, and integrated development planning. Green, Reginald Herbold. v9(1976) no4:45-59. English.

Adult education has rarely been integrated into educational sector planning. Nor has it been designed specifically to serve basic development goals. The author argues that not only adult education and planning but also the attainment of basic human needs have suffered from this gap.

After Tokyo. v5(1972) no4:15-21. English. Excerpts from the Report of Commission I, concerned with adult education, literacy and education for rural development.

Alternative futures and adult education. Mandel, Thomas F. v8(1975) no3:53-63. English.

This article presents a summary of an alternative 78

futures approach developed for adult education planning, and describes three different future scenarios.

Are young people getting too much education? Palme, Olof. v4(1971) no3:3-6. English.

The author raises the question of the future distribution of available resources between different forms and levels of education.

Aspects of legislation for adult education. Dolff, Helmuth. v11(1978) no2:69-71. English.

The intention of this article is to underline the need for legislation in the field of adult education and outline the direction of this legislation.

Botswana National Commission on Education. v10(1977) no1:76-77. English.

A brief summary of the report of the Commission reviewing all aspects of the country's educational system and making recommendations for changes in policies and practices.

Canadian community colleges: progress and problems. Campbell, Gordon. v4(1971) no3:78-85. English.

An overview of the provincial system of community college education, its administrative patterns, financing, and student body.

Council of Europe Recommendation on Adult Education Policy. v15(1982) no4:67-69. English.

The Council of Europe Committee of Ministers to Member States on Adult Education Policy adopts a new recommendation regarding lifelong education.

Dar es Salaam design for action. v9(1976) no4:18-41. English.

This document presents the practical and immediate steps that should be taken to give substance to the decisions of planners, politicians and educators. The plan was adopted by the delegates at the International Conference on Adult Education and Development, Dar es Salaam, 1976.

Definición de las condiciones de una política eficaz de la educación de los adultos en la América Latina. Adam, Félix. v2(1969) no3:84-91. Spanish.

The author outlines the plans to integrate adult education into the general planning of education and development as an essential factor for social and economic progress.

Dix ans d'éducation des adultes en République Populaire du Congo. Chidas, A. v11(1978) no2:51-56. French.

A summary of two reports on literacy and adult education in Congo. The reports emphasize the need for coordination of work and recommend the creation of an inter-ministerial committee to develop a long-term plan for the integration of funding and programmes.

- Enumeration as a tool for mass mobilization: Dharavi census. Patel, Sheela. v21(1988) no2/3:123-135. English. The author writes about an attempt at a participatory enumeration of pavement dwellers to help isolated groups develop insights into their own situation.
- Financial structure of adult education in Europe. Amberg, H. v3(1970) no1:64-68. English. The author presents financial arrangements in 15 countries according to different bases for government financing.
- Implications of aging trends for Latin America. v18(1985) no1/2:119-120. English. Excerpts of a summary of a meeting of Latin American experts held in Costa Rica prior to the 1982 World Assembly on Aging, which includes some recommendations concerning older people and society as a whole.
- International Instrument on the Development of Adult Education. v8(1975) no3:1-7. English. Unesco recommendations on goals and kinds of educational provision that should be available to all adults. Sections of the text are summarized.
- La planificación, una exigencia impostergable. v6(1973) no3/4:78-84. Spanish. Reports on two Latin American seminars on the urgent need for planning in adult education.
- Learning to Be: consensus and contradictions. Carnoy, Martin. v7(1974) no3:53-60. English. Reviewing the Unesco report, the author argues that it ignores actual conflicts in and between societies which are concerned too much with science and technology rather than political consciousness and action.
- Lifelong learning in the United States: a critical discussion of emerging policy. Rockhill, Kathleen. v12(1979) no1/2:64-76. English. This review of major national reports concludes that rather than promote equity, lifelong learning, in its existing form, will do the very opposite through a major extension of the schooling system as a deliverer and definer of what constitutes "legitimate" adult learning.
- Measured steps towards equality for women in Ireland: education and legislation. Murphy, Michael W. v8(1975) no1:91-100. English. The article describes legislative measures and programmes organized at the governmental level and by voluntary organizations pertaining to the issues of equality for women.
- Meeting basic needs is not beyond our reach. ul Haq, Mahub. v11(1978) no2:33-38. English. This review of the status of the ongoing debate on the concept of basic needs in development policy is reprinted from the Nov.- Dec.1977 issue of Report published by the World Bank.
- Motives for recurrent education. v5(1972) no4:54-62. English. The Swedish Ministry of Education introduces the major goals of a policy based on equality and a closer relationship between education and the labour market.
- New approaches for creating universal learning opportunities. Abeje, Haile Yesus. v16(1983) no2:23-29. English. The article focuses on the problem of children without educational opportunities and provides an example of new methods of learning which are explored in Bangladesh.
- Organization and finance of non-formal education. Green, Reginald Herbold. v12(1979) no3:42-54. English. Within the framework of nonformal education, the author discusses the most significant aspects of organization and financing of educational programmes.
- Organization of adult education for rural societies. Bordia, Anil. v17(1984) no3:23-30. English. In relation to the rural societies, this paper looks at aspects of adult education policy and planning, organization and management, and raises some points for further discussion.
- Perspectivas de la educación de adultos en América Latina. v5(1972) no4:22-27. Spanish. This article reproduces sections of a recent report by the CREFAL in Mexico. It covers the discussion phase of the Latin American Seminar on Adult Education, held in Cuba, in March 1972. The underdevelopment of Latin America is analyzed as a point of departure for planning of educational programmes.
- Policy and planning for postsecondary education in Norway. Ottosen, Kristian. v4(1971) no3:42-46. English. The author predicts that since 70% of young people will soon qualify for post-secondary education, an emphasis of the future system of education will be on universities, university colleges and district colleges.
- Postsecondary education: United Kingdom. v4(1971) no3:58-62. English. Presents national educational policy concerning two levels of higher education: 1- universities; 2- technical colleges and teacher colleges.
- Principle of lifelong education animates Finland's comprehensive educational reform. Kivisto, Kalevi. v12(1979) no3:78-80. English. An introduction to the extensive educational reforms underway in Finland based on the principle of lifelong education.
- Problems and objectives of Unesco for 1977-1982. v10(1977) no1:67-69. English.

Ten problem areas are human rights, peace, development, science and technology, education, equal opportunities, environment, population, communication and exchange of information.

Problems in the coordination of CAE's, universities, and teachers' colleges in Australia. Law, Philip. v4(1971) no3:34-41. English.

This article describes the evolution of the CAE's and discusses the organizational problems such as planning and financing of a multi-college system.

Réalisations et tendances de l'éducation des adultes en Amérique Centrale. Depienne, Albert. v6(1973) no3/4:85-90. French.

Facing population growth, government actions are needed to help to integrate adult education into the national planning for functional programmes.

Report of the Rapporteur-General. Bown, Lalage. v9(1976) no4:42-44. English.

Highlights main topics discussed at the International Conference on Adult Education and Development held in June 1976.

Separate Department of Education urged for U.S. v12(1979) no1/2:117. English.

Information on the establishment of a separate Department of Education within the U.S. administration.

Social theory perspectives on policy and practice in adult education. Crudden, Patrick. v20(1987) no1:51-58. English.

The author examines relationships between social theory and the value systems, perceptions, structures and programmes of adult education. This examination is based on Barry Elsey's application of social theory perspectives to adult education.

The Lifelong Learning Act: an assessment. Cassara, Beverly B. v12(1979) no1/2:55-63. English.

To assess the accomplishments of the Act, the author surveyed the opinions of eight prominent educators across the U.S. She concludes that although no one feels that this document was a great success, some feel that it was a worthy effort in the eventual foundation of a better system in the future.

The multi-levels of continuing education: federal, state and local institutions. Loring, Rosalind K. v12(1979) no1/2:40-50. English.

This excerpt from a larger study outlines the multi-level policy that shapes continuing education in the USA.

The Norwegian Regional College System in the context of decentralization policies. Hanisch, Thor Einar. v12(1979) no4:29-40. English.

A discussion and evaluation of the main principles of a new regional college system developed in Norway. Focuses on the question of equality, factors affecting

achievement, decision making process, role of government and other institutions.

The U.S. Bill on Lifelong Learning. v10(1977) no1:70-71. English.

Presents the bill that calls for the establishment of a national policy of making educational opportunities available to all.

Training for formal and nonformal education: a Caribbean perspective. Shorey, Leonard L. v16(1983) no4:57-64. English.

The author argues that the challenge of providing adequate training and opportunities for formal and nonformal education for adults should involve policy planning which must take into account human and material resources considered against a background of national objectives.

U.S. project of enhancing the quality of state-level service to adult learners. Hilton, William J. v16(1983) no1:48-58. English.

Describes the Lifelong Learning Project of the Education Commission of the States and its outcomes concerning planning approaches.

United States' programs for the disadvantaged focus of next OECD Education Policy Review. v12(1979) no1/2:116-117. English.

Information on a forthcoming review of a national education policy in U.S.

Vocational education for women in Western Europe: the legal position, issues and programs. Oglesby, K.L. v21(1988) no4:61-75. English.

The author writes about the recent policy making initiatives to pressure for legislative equality in employment and women's access to equitable jobs and suitable vocational education and training.

Women in action: Copenhagen World Conference. v14(1981) no1:24-31. English.

Report on the Conference during which its participants adopted the Programme for Action with the recommendations on the improvement of the situation of women world-wide and 48 resolutions that supplement the Programme.

Popular Culture

A Botswana case study: popular theatre and development. Kidd, Ross; Byram, Martin. v10(1977) no2:20-31. English.

A case study of the experimental project combining popular theatre, rural development and extension work. The Community Awakening festival aims to promote participation and self-reliance in development and to motivate people to solve community problems.

Arte Brasileiro erudito y arte Brasileiro popular. do

- Prado Valladares, Clarival. v2(1969) no4:66-73. Spanish.
- The author compares artistic expressions at the erudite and popular levels in Brazil. Erudite art and popular art are defined by the use of such categories as class differences, inequality, economical inferiority.
- Community theatre with and by the people: the Sierra Leone experience. Malamah-Thomas, David H. v20(1987) no1:59-68. English.
- Discusses some aspects of theatre for development seen as a means of fostering participation, and describes a two-week workshop on Community Theatre for Integrated Rural Development, held at Fourah Bay College, Sierra Leone, November 1986.
- Exchanging the heart of the Huapango with the soul of Africa. Macleod, Catherine. v22(1989) no2/3:120-131. English.
- The author reports that Los Leones de la Sierra de Xichu, a group of musicians of the Huapango tradition toured the frontline States of Southern Africa in support of the adult education movement.
- Folk culture and development: cultural genocide or cultural revitalization? Colletta, Nat J. v10(1977) no2:12-19. English.
- Argues that the culture - development dilemma should be resolved by finding a means of introducing new skills, knowledge and attitudes within existing cultural patterns and values.
- International popular theatre workshop. v24(1991) no1/2:112. English.
- Information on an international popular theatre workshop, held in August 1991 in Namibia.
- Los Leones solidarity tour. v21(1988) no1:16. English.
- Reports on a Mexican popular education group travelling to Africa to interact with their African counterparts as cultural ambassadors.
- Maska Project in Nigeria: popular theatre for adult education, community action and social change. Bappa, Salihu. v14(1981) no2:24-35. English.
- Presents the Maska Project, a part of a drama workshop held in Nigeria. The workshop was a combination of intensive, practical work in improvisation of plays for popular performances and lectures on basic techniques of drama improvisation.
- Popular theatre network revived. v24(1991) no4:90. English.
- Reports on the International Popular Theatre Workshop, held in Rehoboth, Namibia, in August 1991.
- Popular theatre promotes primary health care. v16(1983) no2:83. English.
- Reports on a workshop held by the Zambia International Theatre Institute, and attended by health workers and theatre artists from Zambia, Tanzania and Swaziland.
- Popular theatre teaches skills and motivates Inuit young people of Canada's Arctic. Hamilton, Ellen. v20(1987) no2:42-48. English.
- The author developed a programme of experimental theatre to teach communication skills and to motivate Inuit people in a small community in the Northwest Territories of Canada, to better understand the change from a traditional society to a modern one.
- Proverbs, parables and metaphors: applying Freire's concept of codification to Africa. Merrill, D. Ewert. v14(1981) no1:32-43. English.
- This case study focuses on the use of parables, proverbs and metaphors as codification in an educational programme in rural Zaire. Its thesis is that Freire's concept of codification has tremendous conceptual power for transforming perspectives and providing hope.
- "Theatre for Development" Zambian workshop. v12(1979) no4:73-74. English.
- Over 70 adult educators, development and theatre workers from Zambia, Tanzania, Botswana and Lesotho met in August 1979 for a two-week, learning-by-doing, workshop.
- Training popular theatre workers in the Philippines. Evans, Derek. v18(1985) no3/4:140-142. English.
- An overview of the character of a popular theatre movement and the foundations of the community theatre curriculum.
- Popular Education**
- A Botswana case study: popular theatre and development. Kidd, Ross; Byram, Martin. v10(1977) no2:20-31. English.
- A case study of the experimental project combining popular theatre, rural development and extension work. The Community Awakening festival aims to promote participation and self-reliance in development and to motivate people to solve community problems.
- A personal statement on North-South solidarity. de Vries, Jan. v15(1982) no1:81-82. English.
- Presents the situation of formal and nonformal adult education systems in Europe and compares them with the popular education movement in Latin America.
- Adult education and popular education in the context of state and NGOs. Picón, César. v24(1991) no1/2:80-92. English.
- The author writes about the break with the monopoly of adult education and emergence of popular education perceived as an alternative to the official system.
- Auto-éducation des adultes en milieux populaires.

Josse, Michelle. v7(1974) no4:24-33. French.

The article describes a multi-media programme, designed as a self-directed learning process for underprivileged and under-educated adults in Quebec.

Cartoons and soap operas: popular education in a Nova Scotia fish plant. Bishop, Anne. v21(1988) no4:27-34. English.

The author provides an example of an effective popular approach to women's education; cartoons and soap operas were used to educate women fish plant workers on union issues, violence in the home and health issues in Nova Scotia.

"Concretar la Esperanza" la practica social y el ser dirigente. Pizzaro Alvarado, Rafael. v23(1990) no2:43-49. Spanish.

The author, who was the first J. Roby Kidd Award winner (1983), discusses some theoretical and methodological principles of "analyzing our practice", a method used in leadership development in Santiago's popular barrios.

Conscientization - whose initiative should it be? O'Gorman, Frances. v11(1978) no1:52-59. English.

A discussion and analysis of the experience of the Grupo de Educación Popular in Lima underlines new meaning of conscientization and the role of a facilitator.

Educación popular y formación de trabajadores: la experiencia del Instituto Cajamar de Brasil. Pontual, Pedro. v22(1989) no2/3:20-28. Spanish.

The author writes about popular education experiences in Brazil, focusing on the activities of the Cajamar Institute, established to train members of unions, the Workers' Congress, the Workers' party and other organizations.

Education at the service of a more just world. O'Gorman, Frances. v23(1990) no2:15-19. English.

Brazilian educator, the winner of 1987 J. Roby Kidd Award, presents the Ecumenical Center for Action and Reflection (CEAR), an organization working with marginalized community groups towards the transformation and empowerment.

Encuentro en Uruguay de educadores populares de 15 países. Cox Urrejola, Sebastián. v20(1987) no1:33-38. Spanish.

Over 200 popular educators from 15 Latin American countries took part in a meeting on Popular Education, Civil Society and Alternative Development, held in Montevideo, Uruguay, December 1986.

Fourth World Assembly on Adult Education. v23(1990) no2:86. English.

An information report on the Fourth World Assembly on Adult Education, focusing on literacy, popular education and democracy.

Gracias, Nicaragua! Obrigado, Brazil! South-South exchanges as an approach to staff training. Marshall, Judith. v23(1990) no1:100-107. English.

This paper is part of a kit of training materials Training for empowerment, in which the participants in the South-South exchange have reported on their experiences in Nicaragua and Brazil in staff training for literacy and adult education.

Grassroots movements, development discourse and popular education. Prajuli, Pramod. v19(1986) no2:29-40. English.

The author proposes to look at popular education not as an isolated event or trend in the education of the rural poor, but as a response of education to broader questions of development and social movements.

International research project on gender and popular education. v23(1990) no3:95-96. English.

An information report on the Research Project on Gender and Popular Education, convened by the Centre for Adult and Continuing Education (CACE) of South Africa in association with the Women's Program of ICAE.

La Asamblea del CEAAL analizo la nueva coyuntura mundial y Latinoamericana. v24(1991) no1/2:108. Spanish.

Consejo de Educación de Adultos de América Latina (CEAAL) organized its General Assembly in November 1990, in Chile. Its major theme was "Popular Education for Democracy".

La dinamización cultural. v6(1973) no2:28-44. Spanish.

The article describes the work of the Institute of Cultural Research for Popular Education (INDICEP) and its strategy of "cultural dynamization" in adult education focusing on the Aymara Indian peoples of Bolivia, Peru and Chile.

Literacy and popular education: a Latin American experience. Picón, César. v20(1987) no3/4:61-64. English; French.

The author explains alternative education projects and alternative relationships that affect popular literacy, using Latin American experiences.

North American popular educators organize. v25(1992) no1:96. English.

Reports on a newly organized community of North American popular educators and their objectives.

People's education in South Africa. Walters, Shirley; Kruss, Glenda. v21(1988) no1:17-27. English.

The authors focus on the People's Education movement in the context of the ongoing educational crisis which becomes a crucial part of the broader struggle for political power of the black community.

Popular adult education and peasant movements for social change. Cadena, Félix. v17(1984) no3:31-36. English.

Popular adult education, based on popular participation and its role in social change movement in rural societies, is discussed in the context of Latin American countries.

Popular adult education: the Nicaragua experience. Arguello Saenz, Roberto. v14(1981) no2:16-23. English.

An overview of the development of Nicaragua's adult education programmes, including the National Literacy Crusade, basic and popular education programmes, training workshops.

Popular education and the Fourth Biennial Congress on the Fate and Hope of the Earth. Hurst, John. v22(1989) no4:63-72. English.

Reports on the activities of the Fourth Biennial Congress and major themes of the discussion: development, justice, human rights and grassroots participation, peace, environment and global security.

Popular education: concept and implications. Vio Grossi, Francisco. v14(1981) no2:70-72. English.

Notes on the development of the concept of popular education and its implications; describes the theoretical and practical framework in which popular education has emerged, with special reference to Latin America.

Revisiting the boats and the canoes: popular education around the 500 Years. Barndt, Deborah. v25(1992) no1:50-60. English.

Describes a workshop series Recovering Stories of 500 Years of Resistance, organized by Native and non-Native community activists, held in Toronto beginning in October 1991.

Studies in the history of Swedish popular education. Uddman, Ralph. v17(1984) no2:68-70. English.

A national report prepared for the workshop on the development of comparative studies of the history of adult education, held during the October 1982 Paris Conference of ICAE.

The Lindeman Center: a popular education center bridging community and university. Zacharakis-Jutz, Jeff; Heaney, Tom; Horton, Aimee. v24(1991) no3:24-30. English.

Discusses some of the ramifications of promoting social change within a university and gives a concrete example of how a popular education centre can facilitate the cooperation between the university and marginalized communities.

The politics of literacy in Latin America. Campos Carr, Irene. v23(1990) no2:50-68. English.

This paper examines the political and socio-economic

circumstances that have allowed large masses of people to remain without schooling, and discusses the changes in the politics of economy that have led to the planning and implementation of recent literacy projects in the region.

Prison Education

A novel idea in prison education in Nigeria. Evawoma-Enuku, Usiwoma. v20(1987) no2:90-91. English.

In March 1986, an innovative prison education programme for adults was introduced in Benin prisons in Nigeria.

An experiment in outreach and the pedagogy of Freire. Kekkonen, Helena. v10(1977) no1:53-57. English.

Describes an experiment in outreach which was to stimulate the least educated groups into active study and to observe their progress. In the third year of experimentation, the ideas of Paulo Freire were used for a new course for a group of Finnish convicts.

Council of Europe recommendations on education in prisons. v23(1990) no4:78-80. English.

Text of the resolution of the Council of Europe setting out the recommendations to member states on education in prisons, including its aims, the place in the prison regime, motivation and cultural activities, and relationship between education outside and inside the prison.

Declaration of Basic Principles for the Treatment of Prisoners makes headway. Cosman, J.W. v21(1988) no1:77-78. English.

The author reports on the progress in the work of the ICAE Education and Criminal Justice Programme and provides the text of the Declaration.

Declaration of Basic Principles for the Treatment of Prisoners. Cosman, J.W. v22(1989) no2/3:95-105. English.

The author argues that the modern prison has used a method of treatment which has been essentially a mechanical process and presents the text of the Declaration, which aims at the full development of the human personality of the prisoner.

Developing prison education in Nigeria: the principal impediments. Evawoma-Enuku, Usiwoma. v22(1989) no2/3:115-119. English.

The author reveals a total failure of the present prison system in Nigeria and lists the obstacles to the development of prison education in this country.

Editorial introduction. Yarmol-Franko, Karen. v22(1989) no2/3:3-4. English.

Workers' education, prison education and criminal justice are linked by a common thread which appears in each of the articles in this issue of Convergence.

Implications of the emergence of "the age of aging" for lifelong learning. Gayfer, Margaret. v18(1985) no1/2:1-4. English.

This editorial introduces a special double issue of *Convergence*, which focuses on the role of education in the lives of older people.

Literacy through literature: a reading club with imprisoned youth and young adults. Budweg, Peter; Schins, Marie-Thérèse. v24(1991) no4:63-71. English. Describes the establishment of a reading club. The target group consists of persons with long-term sentences who have had little or no relation at all to writing or a writing culture.

Pourquoi pas des prisons à vocation éducative? Morin, Lucien; Ferland, Mario. v16(1983) no2:70-77. French.

The authors argue the need for serious thought about radical alternatives to the present unsatisfactory philosophy and function of penal justice and the penitentiary system.

Proposed addendum to the United Nations Rules for the Treatment of Prisoners. Cosman, J.W. v17(1984) no1:19-27. English.

A discussion and text of the proposed additions to the United Nations document.

Strategies and issues for prison education Duguid, Stephen. v17(1984) no4:70-71. English.

Reports on the major issues facing prison educators, which were discussed during an international seminar entitled *Strategies for Education within Prison Regimes*, held in England, July 1984

The "school" of the Third World: prison. v4(1971) no1:86-90. English.

According to many people who were in jail, it was prison which has provided them with this kind of education that has influenced their lives most profoundly. Excerpts from *The Discovery of India* by Jawaharlal Nehru are provided as examples.

The re-education of young adults in prison: a personal account from Burkina Faso. Leach, Pamela. v22(1989) no2/3:106-114. English.

The author writes about the erosion of the traditional education system and new efforts to fill the vacuum and establish new programmes within the existing system.

Tihar reform school. Larkins, Kenneth. v21(1988) no1:70-77. English.

The author describes his work as an adult educator in the Tihar Jail in India, identifies main problems that he encountered and underlines the importance of educational reform in prison education.

Professional Education

Bibliography. v3(1970) no4:93-94. English.

Lists work on professional continuing education.

Continuing education for the professions in the United States. Nattress, LeRoy Wm. v3(1970) no4:42-50. English.

The study evaluates the models of continuing education for the clergy, lawyers and physicians by discussing their objectives, subject matter, application, readiness to change, learning experience, criterion performance.

Continuing professional education in Canada. McLeish, John A. B. v3(1970) no4:76-83. English.

Overview of innovation and experimentation and their major problems and needs in continuing professional education in Canada.

Educación y subdesarrollo: la función social del profesional latinoamericano. Payró, Analfá. v3(1970) no4:35-41. Spanish.

The article investigates the university and professional training in the South American semi-colonial countries. The author questions whether the white collar worker has the time, the intellectual stimulation, or the economic resources for continuing professional education.

L'Institut pour l'Étude des Méthodes de Direction de l'Entreprise. Leighton, D.S.R. v3(1970) no4:84-87. English.

The Institute in Lausanne, Switzerland is to launch master's degree programmes similar to the Harvard M.B.A. The curriculum of the programme is discussed.

La educación continua de profesionales de la salud - un modelo para su desarrollo. Stensland, Per G. v7(1974) no2:60-71. Spanish.

The author suggests a framework for planning and evaluating continuing education for professional health workers, in which special attention is given to the learner, his/her objectives, and the learning process.

Le perfectionnement des instituteurs en France. Mounolou, Jean. v3(1970) no4:20-23. French.

The experimental courses launched in France in 1969 for further training of teachers showed that teachers were interested in educational change if the courses applied research and theory to practical classroom activities.

Oni poluchayut diplom na zavode. Pavlov, Igor'. v5(1972) no4:63-68. Russian.

Combined work-study programmes enable workers to obtain engineering and other diplomas within six years. Evaluation shows that the level of competence achieved by part-time study is comparable to that gained in full-time study.

Permanent education of experts in Yugoslavia. Ponrag, Silvije. v3(1970) no4:60-65. English.

Since only 525 out of the 5000 new occupations are included in educational programmes, adult education should offer new solutions which would lead to specialization, retraining, and combination of schooling and self-education.

Post-experience and the British universities. Styler, W.E. v7(1974) no1:23-38. English.

The article describes "post-experience" programmes at the British universities and discusses their role in the broader context of continuing education.

Povyshenie kvalifikatsii sovetskikh uchitelei. Maksimenko, Fedor. v3(1970) no4:29-34. Russian. Describes the retraining courses which are offered by various Soviet institutions to raise teachers' qualifications.

Professional attitudes to continuing education in England. Buchanan, Derek J. v3(1970) no4:51-55. English.

Two dozen institutions representing major professions have been studied in order to determine professional attitudes toward continuing education.

Recent developments in radio/correspondence education in Kenya. Kinyanjui, Peter E. v5(1972) no2:51-59. English.

A combined radio/correspondence programme for teachers who needed certificates and wanted to upgrade their professional skills is presented.

The comparative study of continuing professional education. Houle, Cyril O. v3(1970) no4:3-12. English.

Almost no effort has been made to compare the methods used by each profession to train its members. The author proposes to identify some of the major topics worthy of comparative study and analyzes the ways in which different professions deal with them.

The necessity of further education in the professions and home study as a means of realization. Rebel, Karlheinz. v3(1970) no4:66-75. English.

Home study is put forward as a means for further education and as a method different from traditional correspondence courses.

The professional growth of physicians in the Soviet Union. Zeidlits, Leonid. v3(1970) no4:16-19. English. Every rural doctor has the right to time off for professional training every three years; the urban doctor - once every five years.

Uchebnoe televidenie v SSSR. Shatrov, Lev. v1(1968) no2:23-26. Russian.

The distribution of syllabi and synopses of TV lec-

tures before the academic year and promotion of continuing education for teachers, engineers, doctors and managers are described.

Professional Education - Research/Evaluation

Les recherches sur l'éducation des adultes en France. Léon, A. v4(1971) no4:13-22. French.

Growing interest in professional continuing education led to some general questions about the nature of adult education and to its evaluation through research.

Research abstracts. v3(1970) no4:91-92. English.

Three abstracts of work on professional continuing education.

Refugees

Adult refugee education in Portland, Oregon, U.S.A. MacDonald, Jeff. v23(1990) no3:71-82. English.

Among educational programmes offered to refugees in Portland, Oregon, the main focus is on the Pre-Employment Training (PET). This article discusses its values as well as drawbacks.

Education and training for out-of-school Afghan refugee youth and adults in Pakistan. Sinclair, Margaret. v23(1990) no3:49-58. English.

The author describes educational and training programmes offered to out-of-school youth and adults resident in the Afghan refugee villages, and argues that nonformal education and apprenticeships would improve the current situation.

Education for adult Mozambican refugees in Swaziland. Wooldridge, Helen; Stewart, Sheila; Pathak, Richard; Matusse, Francisco. v23(1990) no3:23-36. English.

The authors write about political and economic difficulties in providing successful educational programmes for Mozambican refugees in Swaziland. In their opinion, these programmes are limited and poorly attended.

Is there a refugee specific education? Preston, Rosemary. v23(1990) no3:3-10. English.

The opening article in this special issue "Creating New Futures", devoted to refugee education, outlines refugees' status and rights and discusses the development of adult refugee education.

Refugees and distance education. Inquai, Solomon. v23(1990) no3:37-48. English.

Outlines current practices in refugee education and identifies distance education as a possible solution to the inefficiencies of educational provision. Gives examples of distance education programmes, focusing on teacher's training and secondary level education for refugees.

Supporting the self organization of women refugees. Meijer, Marijke. v23(1990) no3:83-86. English. Presents different ways of self-support of women refugees, providing examples of women's refugee groups from the Netherlands.

The adult language program in Chi Ma Wan closed camp for Vietnamese refugees in Hong Kong. Hanbury, Clare. v23(1990) no3:59-70. English. Describes an adult language programme which was hoped to be a bilingual, bicultural approach to the education of adults and children to enable the easy transformation from one culture to another. In practice, however, it simply existed as yet another mechanism of control.

The education of adult refugees in Somalia. Macharia, David. v23(1990) no3:11-22. English.

Provides information on the refugee population and education in Somalia, outlines the situation of education for adult refugees, focusing on factors influencing its provision and programme implementation.

The work of the Sudan Extension Unit and proposal for a Refugee Education Network. Healey, Patrick. v20(1987) no2:49-57. English.

Proposes that ICAE establish a Refugee Education Network, linked through its regional member organizations, to create a shared body of knowledge and continuing communication about refugee educational issues.

Research/Evaluation

Adult education and programmed learning. Andrilovic, Vlado. v7(1974) no2:3-16. English.

A survey of developments in theory and practice of programmed learning in Yugoslavia serving expanding needs of adult education. The author asserts the need for consultative learning centres to facilitate independent learning.

Adult education research in Australia. Durston, Berry H. v4(1971) no4:61-67. English.

Although the need for training and research has long been recognized, major programmes will not be developed unless adult education itself is entirely accepted as an academic discipline and financially supported by the government.

Adult education research in the Nordic countries. Nilsen, Egil. v4(1971) no4:39-44. English.

An overview of adult education research including these projects which involve teamwork within more than one of the Nordic country.

Adult education research in the U.K.: an overview of what researchers are talking about. Fordham, Paul. v11(1978) no2:57-62. English.

Provides a description of four major research programmes in adult education: 1-Survey of non-vocational

provision; 2-New communities project; 3-Adult literacy programme; 4-Paid educational leave.

Education research needs in adult education. Kidd, J. Roby. v14(1981) no2:53-62. English.

An overview of research in adult education, including today's practices, new trends, future issues and strategies.

Key concepts for an alternative approach to adult education. Fletcher, Colin; Ruddock, Ralph. v19(1986) no2:41-48. English.

The authors propose an alternative approach for adult education studies, based on the concept of formation, understood as guided actions, which confirm common abilities and values, having an adequate, useful character and a sense of self-worth.

Méthodologie de l'évaluation et l'éducation des adultes. Dominique, Pierre; Stroumza, Johnny. v9(1976) no1:54-62. French.

The authors share their experiences with formal methods used in the evaluation of adult education programmes and outline methods that are more suitable for the evaluation.

Methodology for continuous self-evaluation: notes from the Latin American experience. Ossandón, C. Javier. v19(1986) no3:13-19. English.

The author presents the key ideas from a paper by Vera Gianotten on Methodological notes for evaluation which analyzes methodologies for the continuous evaluation of programmes of non-governmental organizations for rural development and popular education.

Nauchnye issledovaniya po programmam obshchego obrazovaniya vzroslykh v Sovetskom Soyuze. Darinski, Anatoli. v3(1970) no3:50-54. Russian.

Describes nine general areas of study pursued by the General Adult Education Research Institute.

Novye metody v obuchenii vzroslykh. Plyshevskii, Vyacheslav; Kurzenova, Adelina. v4(1971) no4:74-77. Russian.

The Leningrad Research Institute is trying new teaching methods at an evening school with classes for students with work experience.

Participatory research: some comments. Lindsey, J. K. v9(1976) no3:47-50. English.

Analyzes some inherent handicaps of participatory research in the context of the continuing debate over objectivity in social research.

Peasants and intellectuals: an essay review. Etherton, Michael. v14(1981) no4:17-28. English.

A review of documents concerned with the relationship between academic research and Third World development programmes which make use of that research.

People engaged in adult education research in Poland. Bron, Michal. v9(1976) no1:43-44. English. Lists main research centres, names of prominent scientists and their areas of particular interest.

Programmed learning among adults in Tanzania - an experimental research. Magange, C.K. v7(1974) no2:17-26. English.

An interim report of an experimental research on the possibilities of using programmed learning in teaching adults. Includes comparisons between programmed learning and conventional face-to-face teaching.

Recent and current research in Canada. Draper, James A. v4(1971) no4:68-73. English.

Summary of a detailed and intensive study of adult education research in Canada.

Recherche en éducation des adultes à Québec. Bélanger, Paul. v7(1974) no2:39-46. French.

The majority of research between 1960 and 1969 was short-term studies focusing on an inventory of needs and analysis of pedagogical procedures. The author concludes that studies are high in methodology but low in scientific theory.

Research abstracts on training. v1(1968) no1:84-85. English.

Includes abstracts supplied by the ERIC Clearinghouse.

Research and investigation in the United States. Copeland, Harlan G.; Grabowski, Stanley M. v4(1971) no4:23-32. English.

This article identifies major influences contributing to the improvements of adult education research.

Research in adult education in Great Britain. Kelly, Thomas; Stephens, Michael D. v4(1971) no4:33-38. English.

The authors review educational research in the post-war years.

Research in adult education in Latin America. Vio Grossi, Francisco. v17(1984) no2:15-23. English.

A general overview of the current state of research in Latin America, including its predominant themes, methodologies, types of institutions and personnel, dissemination, as well as evaluation of its main strengths and weaknesses.

Research priorities in adult education in developing countries. Lowe, John. v4(1971) no4:78-83. English. The author explains why research in adult education should be of high priority for the developing countries.

Some criticisms of survey research methods in adult education. Pilsworth, Michael; Ruddock, Ralph.

v8(1975) no2:33-43. English.

The authors emphasize that the researcher should use more than one method and that the qualitative and phenomenological methods of participatory research should gain wider acceptance in teaching and research in adult education.

The future of Yugoslav adult education depends upon further research. Krajnc, Ana. v4(1971) no4:55-60. English.

Historical overview of research in adult education and description of current research in Yugoslavia.

The search for a terminology of adult education and for better statistics: exploration in a semantic jungle. Bowers, John; la S. Fisher, E. A. v5(1972) no4:44-49. English.

Examines the role of the International Standard Classification of Education (ISCED) system for educational statistics and advocates the use of more clear and acceptable terminology.

Writing in adult education, 1972. Kidd, J. Roby. v5(1972) no4:28-32. English.

The author discusses the significant writing that was in preparation for or stemmed from such developments in 1972 as the Third World Conference in Tokyo and seminar in Comparative Adult Education.

Residential Education

A new approach to second chance learning: South Yorkshire's Northern College. Field, John. v17(1984) no1:9-18. English.

An example of a residential adult education institution in Britain, which has its origins in the Nordic folk high school tradition.

Accelerated Training Centres for Workers in the People's Republic of Mozambique. Fumo, Carlos A. v17(1984) no1:1-8. English.

This paper seeks to explain the role of the residential centres where peasants and workers from the villages can continue their education after becoming literate. Provides a summary of a case study of Makublanane Centre.

Can the Volkshochschulen of today answer the requirements of adult education for tomorrow? Dolf, Helmuth. v5(1972) no3:31-36. English.

West Germany examines closely the concept of Volkshochschulen. The author concludes that the wealth of experience accumulated by the schools should be the basis for further work on the redistribution of educational tasks.

Community education and community division in Northern Ireland. Lovett, Tom. v23(1990) no2:25-34. English.

An account of the author's community education work in Northern Ireland as a means to bridge the

divide between the Catholic and Protestant working class. The author is the winner of the 1985 J. Roby Kidd Award.

Danish folk high schools in the new industrial state. Engberg-Pedersen, H. v3(1970) no1:84-88. English. The author discusses the history of Danish folk high schools since 1844 and describes their practical goals such as vocational training and new approaches such as lifelong integrated education. Changing behaviour of students creates new challenges to educators.

Folk high schools in Poland. Bron-Wojciechowska, Agnieszka. v10(1977) no3:49-54. English. Describes goals of the Polish folk high schools, their curricula, responsiveness to community needs, students and teachers, organization and financing.

"If some doors close, others will open". Stapel, C. v7(1974) no2:77-86. English. Folk high schools in the Netherlands are based on the principle of the pedagogical value of manual labour done by and in the interest of the community.

Residential education: a British example. Milsom, R.C.; Murphy, T. v7(1974) no2:87-90. English. Students of Fircroft College are drawn from among adults with some working experience and involvement in their communities. A liberal education is provided to both domestic and overseas students.

The folk high school changes front. v6(1973) no3/4:101-108. English. The article discusses changes in the traditional picture of Danish folk high schools.

The Highlander heritage: education for social change. Tjersand, Carl. v16(1983) no2:10-22. English. Describes the activities of Highlander Research and Education Center in Tennessee, USA, during the critical civil rights movement period of the 50s and 60s, focusing on the citizenship schools and the community leadership programme.

The international people's college of Elsinore. Manniche, Peter. v3(1970) no3:69-75. English. The history of the college in its early years. The concept of manual work, financial resources, and international solidarity between the students is discussed.

Rural Development and Education

A "back-to-front" project in Peru: starting with the local people. Zabala, Ana. v15(1982) no4:44-51. English.

An example of a development project that has stemmed directly from the needs expressed by local people rooted in local realities and aspirations.

A model for planning rural education development: 88

synthesis of experiences in non-industrial societies. Medlin, William K. v16(1983) no2:30-41. English. The analysis and proposed model drawn from ten case studies on agricultural development, performance and efficiency of rural manpower.

A new approach to adult education in developing countries. Cunningham, Griffiths L. v2(1969) no1:11-15. English.

Adult education must be concerned with processes that increase standards of living of peasants and experiment with ways to do so. Tanzanian plan is outlined.

A non-oppressive framework for adult education programs for rural women in Latin America. Cebotarev, Eleonora A. v13(1980) no1/2:34-49. English.

Proposes that adult education programmes, which are part of rural development efforts, should be assessed in their relation to social change. Examines to what extent participation in the programme facilitates the creation of new roles and what kind of orientation this programme provides.

A note from a Ghanaian field project. Mallette, Carol. v8(1975) no4:65-71. English.

Second article on a case study research project on rural adult learning in Ghana and Sri Lanka. Describes both the method and conduct of the field project in a Ghanaian village.

A rural training program that changes lives: the experience of a Sri Lanka project. Svendsen, D.; Wijetilleke, S.; Roche S. v19(1986) no2:56-63. English. This article presents a rural training programme designed in Sri Lanka for university graduates to upgrade their skills to match the needs and conditions of the communities in which they work.

Adult basic education in a rural development project: a micro-level case study. Lyster, Elda. v24(1991) no1/2:32-39. English.

A case study of the Mboza Village Project, in Natal, South Africa. The project raises important questions on the teacher's training, methodology and the role of literacy in a specific rural development project.

Adult education and rural development - some comments on convergence and divergence. Vfo Grossi, Francisco. v13(1980) no3:30-38. English.

Discusses issues concerning the relationship between adult education and rural development in the light of different approaches observed in this field.

Adult education, community enterprises and rural development in Latin America. Araujo, José Emilio G. v11(1978) no2:15-22. English.

Analyzes the role of community enterprises in the context of experiences of the Inter-American Insti-

tute of Agricultural Sciences, founded to promote economic and social development in Latin American countries.

Adult learning principles for the improvement of agricultural extension in Sierra Leone. Eburn-Cole, W.A. v25(1992) no3:53-65. English.

The author states that the current educational system in Sierra Leone perpetuates dependence of the learner on the teacher. Farmers have more practical experience than many change agents and refuse to be treated as the learners.

Agriculture and rural extension. v10(1977) no2:81-82. English.

Summary of points discussed and agreed on by a working group at the International Conference of Adult Education and Development (Dar es Saalam, 76) for inclusion in a plan of action involving agricultural education in rural development.

Asian rural workers' groups develop own grassroots pedagogy. Rahman, Muhammad Anisur. v17(1984) no2:34-42. English.

An illustrative account of the participatory approach to rural workers' education. Four case studies in three countries: India, Sri Lanka and Philippines are presented.

Collectives and the status of women: the Vietnamese experience. Pelzer White, Christine. v17(1984) no1:46-54. English.

This article explores the extent of women's contribution to development; examines equality problems that still remain to be solved; points out the issues for women's leadership; and proposes some solutions.

Cooperative extension in adult education. Matthews, Joseph. v2(1969) no1:37-43. English.

Work in cooperatives is described from a historical perspective, and their current structure and activities such as the 4-H Club programme, agricultural programmes and home economics are discussed.

Dialogue of a training session for village peer group action. Tandon, Rajesh. v12(1979) no4:50-61. English.

The dynamics and insights of an intensive three-day training programme for village people are captured in the author's account of a session of the Peer Group Rural Development Project of Seva Mandir in India.

Exchange visits: an effective way to learning. Bhasin, Kamla. v15(1982) no1:38-44. English.

An example of the cooperation between two peasant organizations which want to become stronger as groups and liberate themselves from poverty by meeting other groups, exchanging learning methods, organizational skills and strategies.

Field studies in Ghana and Sri Lanka: indigenous nonformal adult learning in two rural communities. Amaratunga, Carol Mallette. v10(1977) no2:41-53. English.

Summarizes findings from the two case studies which aimed at the assessment of how modernization and western models affect traditional learning and conscious integration of the rural adults into the development process.

Focus on Nepal, Indonesia: study-service and village technology. Fussell, Diana; Quarmby, Andrew. v10(1977) no3:23-29. English.

Discusses the concept of appropriate intermediate technology and its potential to help developing countries obtain their economic independence in the context of programmes organized in rural areas of Indonesia and Nepal.

Functional adult education for rural people: communication, action research and feedback. Bowers, John. v10(1977) no3:34-43. English.

This paper is concerned with some of the problems of providing functional adult education for rural people, especially for the poor and illiterate sections of the population. Suggestions for improving the quality of communication in rural areas are provided.

Income-generating project develops skills of Swazi women. Nxumalo, Simanga. v15(1982) no3:48-55. English.

A case study of the Integrated Women in Development Project, created to develop income-generating skills for rural women.

Integrated rural development in St. Lucia: a participatory approach. Pascall, Marinus. v21(1988) no2/3:100-108. English.

Describes a project aimed at building leadership and promoting management training at the community level and opening up avenues of exchange at the policy-making level.

Integration of women in rural development. v12(1979) no4:72-73. English.

A summary of a section of the Programme of Action adopted at the World Conference on Agrarian Reform and Rural Development, held in Rome, July 1979.

International Declaration on Role of Workers' Organizations and Workers' Education in Integrated Rural Development. v10(1977) no4:31-38. English.

Text of the declaration and recommendations from International Planning Forum on the Role of Workers' Organizations and Workers' Education in Integrated Rural Development, Udaipur, India, 12-16 October 1977.

Kenya project to reduce small-farm crop losses. Martin, Carol. v17(1984) no3:75-76. English.
Describes the On-Farm Grain Storage Project in Western Kenya, developed to reduce grain losses.

L'animation rurale au Sénégal. Cisse, Ben Mady. v1(1968) no3:52-57. French.

The author describes a rural community development programme set up to train animateurs elected by their own communities.

La alfabetización en las zonas rurales. Adam, Félix. v1(1968) no3:37-45. Spanish.

A successful literacy programme demands reorganization of the economic structure in rural areas. Some aspects of Latin America's economic structure are discussed.

La pratique de la communication en milieu rural. v10(1977) no3:74-75. French.

A summary of a report on the use of media in rural areas.

Le problème des résistances paysannes à la modernisation. Meister, Albert. v8(1975) no4:59-64. French.

The so-called resistance and apathetic attitude of peasants to change, really stems from the fact that they are not involved in the development process as its active participants.

Methodology for continuous self-evaluation: notes from the Latin American experience. Ossandón, C. Javier. v19(1986) no3:13-19. English.

The author presents the key ideas from a paper by Vera Gianotten on Methodological notes for evaluation which analyzes methodologies for the continuous evaluation of programmes of non-governmental organizations for rural development and popular education.

My fifty years of literacy and adult education. Khan, Akhter Hameed. v19(1986) no1:39-47. English.

One of the public lectures given at the University of Peshawar, Pakistan, in April 1983. This lecture is based on personal experiences, including the Camilla project in Eastern Pakistan (now Bangladesh) in the 60s.

"My God, she has so many tasks": listening to peasant women. Aubel, Judi. v19(1986) no2:18-28. English.

This article is based on a needs assessment done with rural women in one province of Burundi, East Africa. The study aimed at collecting quantitative data on women's agricultural, domestic, health and nutrition related activities.

Nonformal education and rural evolution: multiple perspectives. Lamichane, Shreeram; Kapoor, Dip. v25(1992) no3:44-52. English.

Argues that formal systems of education are not

suited to achieve a more integrated role of education in the daily life of people. Nonformal education can offer a democratic opportunity for the pursuit and development of critical minds.

Part-time study programme for rural development personnel. Clarke, Ronald, F. v7(1974) no1:10-22. English.

The author describes planning and organization of a study programme regarding intermediate level personnel in rural development.

Participación campesina, educación de adultos y reforma agraria en Chile. Vió Grossi, Francisco. v8(1975) no2:70-81. Spanish.

The article discusses agrarian reform in Chile and its influence upon rural participation and adult education. The problems and solutions are described with reference to the 1972 study.

Participatory research in agricultural extension. de Vries, James. v15(1982) no1:78. English.

This report points out that adult educators interested in participatory research have neglected a lot of work done by people from agricultural extension.

Peasant organization in El Rama, Nicaragua. Blokland, Kees; Picado, Justo Pastor Mairena; Gonzalez, Roberto Sergio Vega. v21(1988) no2/3:109-122. English.

The authors attempt to explain main socio-economic characteristics of the rural area of El Rama, Nicaragua, describe the development of guidelines for organizations and programmes and identify the challenges of their implementation.

Research on literacy and work among the rural poor. King, Kenneth J. v12(1979) no3:32-41. English.

The author discusses two approaches to literacy research based on the principle of motivation, and suggests kinds of studies which can contribute to a better appraisal of the role of literacy.

Rural adult learners in Asia and Africa: a research concept. Mallette, Carol A. v7(1974) no3:69-76. English.

First of the three articles on a research plan to investigate process and patterns of learning of rural adults in Ghana and Sri Lanka. Outlines stages, assumptions, procedures and implications of the case study research.

Rural animation - its methods and potential. Ryckmans, Jean-Pierre. v4(1971) no1:14-20. English.

The author investigates the effectiveness of rural animation methods in Senegal, Madagascar, Niger, Ivory Coast and Cameroon.

Rural development and women: organization is the key lesson from the field. Gayfer, Margaret. v19(1986) no3:20-24. English.

This paper describes a multilateral project established to better understand the dynamics of rural poverty and the initiatives some women are taking to improve their economic and social situation.

Rural development needs better analyses of political factors, state Nordic countries. v12(1979) no1/2:118-120. English.

Nordic countries urge that UN agencies come up with a more functional definition of the term "rural development" and a better analysis of political factors involved.

Rural markets in Western Kenya: the use of indigenous economic institutions for an experimental revolving loan scheme. Barclay, A.H. v10(1977) no2:54-62. English.

Discusses an innovative attempt to utilize traditional economic institutions in the development of small-scale rural enterprises in East Africa. The experiment involved the establishment of revolving loan funds in selected market centres in Western Kenya.

Rural School-on-the-Air for the Philippines. Bernardino, Felicita G. v11(1978) no1:79-80. English. Describes a governmental programme whose purpose is to bring information on farming, agrarian reform, nutrition, family and health services to rural areas by the use of radio.

Rural workers and their role in economic and social development. v9(1976) no1:30-36. English.

Extracts from the Convention and accompanying Recommendation on Organizations of Rural Workers and Their Role in Economic and Social Development, endorsed at the 60th session of ILO, in June 1975.

Southern Thailand experimental project shows how village participation can work. Boonyawiro, Somsak; Comings, John P.; Jidtranon, Supit; Kanachanabucha, Kanung; Setti, Lou; Useem, Mike. v19(1986) no3:37-45. English.

The article describes a three year action research programme called the Southern Thailand Experimental Project (STEP) organized by the Nonformal Education Department of Thailand's Ministry of Education.

The experience of Sri Lanka: the relevance of culture in adult education for development. Hewage, Lankaputra G.; Radcliffe, David J. v10(1977) no2:63-74. English.

Describes how a non-governmental voluntary movement integrates and translates deeply enshrined Buddhist values into contemporary programmes for self-reliant and cooperative rural development.

The importance of education for change of front-line workers and villagers. Coombs, Philip H. v15(1982)

no4:32-37. English.

An excerpt from a major work on an integrated, community-based approach to rural development.

The involvement of rural women in village development in Tanzania. Oomen-Myin, Marie Antoinette. v16(1983) no1:59-69. English.

A summary of a research study on women's involvement in decision-making at a village level and factors which constrain their participation.

The toy animal project of Yung-Shin village. Lyou, Gi Hyung. v13(1980) no1/2:92-98. English.

The villagers' interest and participation in development is assessed in the context of the New Village Movement which began in 1970.

The use of mass media in the agricultural extension services of Nigeria. Efonayi, J.A.B. v6(1973) no3/4:32-39. English.

The article describes a study of the use of mass media in the dissemination of agricultural information to the farmers of the Western State of Nigeria.

Training Aymara veterinary technicians in the southern Peruvian Andes. Johnson, Peter J.; Chahuare, Cesar. v23(1990) no4:14-22. English.

Describes the development of a participatory veterinary training programme for farmers at the Instituto de Educación Rural whose goal was to train health promoters and small farmers.

Tribal awakening. Dondsena, Kusmal Nanda. v23(1990) no2:5-10. English.

The author, a J.Roby Kidd Award winner for 1989, is a founder of the Rural Community Health Centre in India. The article presents the author's views on adult education, development and literacy.

Village Growth Centres Gambia's strategy for integrated rural development. Trawale, B.M. v17(1984) no2:67-68. English.

An extract from a paper for the Workshop on the Role of Folk High Schools and Other Similar Institutions in Rural Development, held in Tanzania, November 1983.

What kind of training for women farmers? Higgins, Kathleen Mansfield. v15(1982) no4:7-18. English.

A summary of a report on a nonformal education programme, organized by the Botswana Ministry of Agriculture for women farmers at rural training centres.

What projects are successful in improving the employment conditions of rural women? v15(1982) no4:69-71. English.

Inform on an initiative to identify and analyze successful projects for improving employment conditions of rural women in Africa and Asia.

Social Development

1970 - International Education Year. Maheu, René. v3(1970) no1:12-13. English.

An opening address of the Director General of Unesco for International Education Year stressing that education is a basic right of every human being and a necessary factor of democracy and progress.

Adult education and the disadvantaged. Thompson, Jane L. v16(1983) no1:42-47. English.

In a context of two broad definitions of the term disadvantaged, the author discusses the role of educational programmes and the implications for adult education.

Adult education and the invention of alternative futures. Dator, James. v8(1975) no3:17-24. English.

An introduction to the series of articles considering alternative relationships between future studies and adult education.

Alphabétisation et développement économique et social: quels rapports? quel problème? Abdelkader, Galy Kadir. v20(1987) no1:9-18. French.

The author proposes a qualitative analysis based on his study with those attending literacy centres in five villages. His interest was to find out the degree to which literacy does contribute to economic and social development and leads people to be more open to social change.

Alternative futures and adult education. Mandel, Thomas F. v8(1975) no3:53-63. English.

This article presents a summary of an alternative futures approach developed for adult education planning, and describes three different future scenarios.

Australian women in a changing society: perspective through continuing education. Davis, Dorothy. v13(1980) no1/2:99-109. English.

Looks at several conferences organized by the Australian National University's Centre for Continuing Education (CCE) which highlighted changing patterns in society. Many of the issues discussed pertained to the dominance of women's changing role in Australian society.

Bibliography. v4(1971) no1:94. English.

Lists works on issues of social development and education.

Converting the have-nots to haves. Madiath, Anthya. v23(1990) no2:20-24. English.

The author, a winner of the 1986 J. Roby Kidd Award, describes the philosophy, directions and activities of the Gram Vikas, a non-profit, non-governmental organization, whose goal is to secure the liberation of all people who are weak and powerless because of the increasing impact of grinding poverty.

Declaration of Dar es Salaam: liberated man - the purpose of development. Nyerere, Julius K. v9(1976) no4:9-17. English.

The opening address given at the International Conference on Adult Education and Development in June 1976, in Dar es Salaam, Tanzania. The text of this address was adopted by the participants as the Conference's own basic statement on objectives and strategies for adult education and development.

Democratization. v5(1972) no3:20-26. English.

The Tokyo Conference on Adult Education was particularly concerned with the issue of democratization of education, its definition and such implications as accessibility, continuity and functionality.

Educating each other on women's development: report on a workshop on women and development in Pakistan. Khan, Nighat Said; Bhasin, Kamla. v21(1988) no4:35-44. English.

A report on a workshop on women and development in Pakistan. A group of 35 women gathered to analyze social factors which lead to the subordination of women and to plan a strategy for reversing the negative effects of these factors.

Experiencias novadoras en educación. Ferrer Pérez, Raúl. v6(1973) no1:22-27. Spanish.

In Cuba, the educational system recognizes that it provides only a small part of the total learning, and acknowledges that it must be supportive of other social learning.

Future study: sources, journals, books. v8(1975) no3:87-89. English.

Selection of English language materials related to future studies.

Integration into what? Reflections on development planning for women. Boulding, Elise. v13(1980) no1/2:50-59. English.

Argues that the goal of "integration of women into development" has very often meant their marginalization. The negative impact of technology on women's autonomy can be reversed by the application of alternative strategies.

La metamorfosis de la escuela. Illich, Ivan. v3(1970) no1:4-11. Spanish.

The author describes the present school system as a hindrance to education. The modern school system should attempt to incorporate everyone and to create a situation in which society challenges the individual to be creative and independent.

Les insuffisances de l'éducation. Lengrand, Paul. v6(1973) no2:8-16. English.

The author points out that communication between the world of school and the work life of the majority of men and women is accidental and intermittent.

Lessons from 500 years of a "new world order" - Towards the 21st century: education for quality of life. Benavides, Marta. v25(1992) no2:37-45. English. This article explores the concept of sustainable societies, based on social justice and equity, economic viability, sound environment, popular participation and peace.

Literacy, education and schooling - for what? Galtung, Johan. v8(1975) no4:39-50. English.

The author argues that even if everyone in the world were literate, this fact would not make the world better unless other conditions of equality were present.

Literacy: the crisis of a conventional wisdom. Stanley, Manfred. v6(1973) no1:62-77. English.

The author explains the concepts of "literacy" and "illiteracy" in Paulo Freire's work and how his philosophy is translated into techniques of literacy training.

Meanings and implications of the expanded concepts of development for action. Mair, Lucille. v9(1976) no4:60-68. English.

Stresses the need for such models of development that are based on the fundamental needs of population. Emphasizes the role of women as agents of development.

Participation: the transformation of society and the Peruvian experience. Buttedahl Coycoolea, Paz; Buttedahl, Knut. v9(1976) no3:16-26. English.

Explores the relevance of participation in the process of social change and identifies the relationship between participation and adult education through the description of the Peruvian educational reform.

Perspective on development: search for the human equation. v9(1976) no2:8-46. English.

A review of significant conferences, sessions, meetings, reports, statements and declarations which resulted from the activities undertaken during the Second Development Decade.

Pravo byt' obrazovannym. Kondakow, Michail. v7(1974) no1:89-93. Russian.

The article describes developments leading to 1973 legislation which affirms equal rights of all Soviet citizens to education.

Reflections upon the relevance of Paulo Freire for American adult education. London, Jack. v6(1973) no1:48-61. English.

The author's critical views on the American educational system underline the importance of Paulo Freire's ideas for American education in the future.

Rural workers and their role in economic and social development. v9(1976) no1:30-36. English.

Extracts from the Convention and accompanying Recommendation on Organizations of Rural Work-

ers and Their Role in Economic and Social Development, endorsed at the 60th session of ILO, in June 1975.

Some aspects of futurism. Sangchai, Samporn. v8(1975) no3:25-40. English.

The author points out that since development plans should become steps towards desirable future, developing nations can learn much from different approaches to the study of futurism.

Systems theory - a way of looking at adult literacy education. Kazemek, Cheryl; Kazemek, Francis. v25(1992) no3:5-15. English.

The authors discuss the concept of systems theory, examine the relationship between literacy education and an individual's social context in the USA and explore the conceptual framework of a systems theory.

The organizations of social education in Japan. Komada, Kinichi. v5(1972) no4:33-43. English.

An account of the origins and development of social education organizations.

We cannot jump over our own shadows - some thoughts on education and development. Attygalle, Richard. v4(1971) no1:64-69. English.

National independence does not necessarily ensure an individual independence. Therefore development depends on whether or not the dynamic process of pressures from people to the government takes place.

Women's movements and human futures. Reardon, Betty. v8(1975) no3:41-52. English.

Because of personal involvement of women in actions to create their own future, the women's movements are examples of future-oriented adult education.

Social/Political Action

A citizen's research project in Appalachia, USA. Gaventa, John; Horton, Billy D. v14(1981) no3:30-42. English.

Reports on the Land Ownership Task Force which was established to provide comprehensive information on land, taxation and public policy issues that would be useful to local groups and could influence regional and national policies on land related questions.

A conversation with Thomas Hodgkin: the scholar as revolutionary. Callaway, Helen. v11(1978) no1:18-27. English.

Hodgkin reflects on his work as a politically committed historian, adult educator and activist. An interview includes his comments on participation of learners, rethinking of African history and impact of colonial experience.

Adult education and inequality. Adisesiah, Malcolm S. v13(1980) no4:24-34. English.

The author approaches the problem of poverty by analyzing the nature and causes of inequality and assessing the role of adult education for social justice.

Adult education and political and social change. Mwanakatwe, J. M. v3(1970) no1:26-38. English. Education is a political imperative for Africa: it protects against corruption, unites disparate people, assures individual development within a society and trains future leaders.

Adult education for social mobilization/Educación de adultos para la movilización social. Echeverría, Luis. v14(1981) no2:8-15. Spanish; English. Remarks made at the Opening Session of the ICAE Annual Executive Committee Meeting, held in Port of Spain, Trinidad, in May 1981.

"Concretar la Esperanza" la practica social y el ser dirigente. Pizzaro Alvarado, Rafael. v23(1990) no2:43-49. Spanish.

The author, who was the first J. Roby Kidd Award winner (1983), discusses some theoretical and methodological principles of "analyzing our practice", a method used in leadership development in Santiago's popular barrios.

Conference declaration calls for support to South African and Namibian adult educators. v21(1988) no4:83-84. English.

Reports on a conference on the Future of Adult Education in Southern Africa, held in Harare, Zimbabwe, 31 January - 4 February 1989. Includes text of the declaration.

Conscientization - whose initiative should it be? O'Gorman, Frances. v11(1978) no1:52-59. English. A discussion and analysis of the experience of the Grupo de Educación Popular in Lima underlines new meaning of conscientization and the role of a facilitator.

Continuity in adult education and political struggle. Hall, Budd L. v11(1978) no1:8-16. English.

An introduction to the ideas and experiences relating to adult education and social action. Stresses that involvement, participation and political action are not new to adult education.

Demystifying literacy: reading, writing, and the struggle for liberation. James, Michael D. v23(1990) no1:14-26. English.

Illiteracy is most frequently addressed as a social or educational problem, rather than as a symptom of larger political contradictions. In each of these situations, literacy campaigns can provide new possibilities for citizens marginalized by economic, racial, and social division.

Dissent and participation. Elder, Hayes. v4(1971) 94

no2:74-79. English.

The varied methods of organization of youth groups are analyzed, and examples of student confrontation with governments and institutions are provided.

Encuentro en Uruguay de educadores populares de 15 países. Cox Urrejola, Sebastián. v20(1987) no1:33-38. Spanish.

Over 200 popular educators from 15 Latin American countries took part in a meeting on Popular Education, Civil Society and Alternative Development, held in Montevideo, Uruguay, December 1986.

Guinea Bissau: record of an ongoing experience. Freire, Paulo. v10(1977) no4:11-29. English.

Excerpts from Freire's introduction to his book *Letters from Guinea Bissau* which record the author's working visits to this country. The existing situation of the adult education is analyzed in a broad perspective which includes social, cultural, political and economic dimensions of the country's reality.

Ideology and nation building: implications for adult education, training and development. Nettleford, Rex. v15(1982) no1:27-37. English.

Some issues of ideology and nation building are discussed in the context of development, cultural action and social change in the Caribbean.

José Martí. v4(1971) no1:81-85. English.

This Cuban revolutionary and writer puts great emphasis on education. He believed that curriculum should be based on the national culture and tradition.

Learning to Be: consensus and contradictions. Carnoy, Martin. v7(1974) no3:53-60. English.

Reviewing the Unesco report, the author argues that it ignores actual conflicts in and between societies which are concerned too much with science and technology rather than political consciousness and action.

Literacy and adult education in the Occupied Territories. Mani, Suha. v24(1991) no1/2:46-52. English.

Literacy and adult education in the Occupied Territories are discussed in relation to the social, economic and political conditions of the Palestinians. With this background, the author stresses the fact of occupation and repressive measures of the last 23 years.

Literacy's functionality to the fight for social justice. Adiseshiah, Malcolm S. v8(1975) no4:23-28. English. Social justice means that literacy must be harnessed to end the monopoly of the dominant classes and to organize the poor majority to fight for its share of and participation in power, economic progress and cultural expression.

Manifiesto de Córdoba. v4(1971) no2:5-10. Spanish. First issued in 1918 by university students in Argen-

tina calling for a revitalized university and more open society. Reprinted here to indicate historical roots of the revolutionary youth movement.

Meeting the needs of the adult learner: using nonformal education for social action. Clark, Michael. v11(1978) no3/4:44-53. English.

This article describes how the Highlander Center in the Appalachian region of the U.S., through its use of nonformal education and support of grassroots movements and racial and cultural minorities, applies the principle of social and political action.

Paulo Freire: educationalist of a revolutionary Christian movement. Jarvis, Peter. v20(1987) no2:30-41. English.

The article examines Freire's approach to education and development, including the theological rationale that underpins his ideas.

Peace education in a land of suffering and hope: insights from the Philippines. Floresca-Cawagas, Virginia; Sweet-Hin, Toh. v22(1989) no1:11-24. English.

The authors provide insights into how peace education encourages people to engage in personal and social action, which can transform society toward a more just and nonviolent environment.

Pedagogía y política: la educación de adultos en América Latina. Martin, D'Arcy. v4(1971) no1:54-60. Spanish.

According to Unesco's experts and Paulo Freire, educational planning in Latin America is not politically neutral. Therefore adult educators should work with popular organizations capable of organizing unified actions.

People's education in South Africa. Walters, Shirley; Kruss, Glenda. v21(1988) no1:17-27. English.

The authors focus on the People's Education movement in the context of the ongoing educational crisis which becomes a crucial part of the broader struggle for political power of the black community.

Political education and adult education. Mhaiki, Paul J. v6(1973) no1:15-21. English.

The author underlines the role of political education for decolonization and international understanding.

Popular adult education and peasant movements for social change. Cadena, Félix. v17(1984) no3:31-36. English.

Popular adult education, based on popular participation and its role in social change movement in rural societies, is discussed in the context of Latin American countries.

Popular initiative on women's rights for new Brazilian Constitution. v20(1987) no2:82-85. English.

This article describes a popular initiative on including women's rights in a new Brazilian Constitution.

Portugal's experiences of reform through popular initiative. Melo, Alberto. v11(1978) no1:28-40. English.

Soon after the end of the 50 year regime in Portugal (1974), the country entered into a process of dynamic educational reform. Experiences of grassroots and popular groups' initiatives are described.

Proverbs, parables and metaphors: applying Freire's concept of codification to Africa. Merrill, D. Ewert. v14(1981) no1:32-43. English.

This case study focuses on the use of parables, proverbs and metaphors as codification in an educational programme in rural Zaire. Its thesis is that Freire's concept of codification has tremendous conceptual power for transforming perspectives and providing hope.

Rekindling social commitment in adult education. v17(1984) no1:71-72. English.

Presents background to the "rekindling commitment" philosophy of the International Consortium for Social Commitment in Adult Education.

Social action and development: a liberating power. Barrow, Nita. v16(1983) no1:46-50. English.

This article examines the development process considering the role of social action and the application of "authentic development" principles.

The adult educator as politician: talking with Sir James Matthews. Fordham, Paul. v12(1979) no4:41-49. English.

An interview with a British educator involved in the labour movement and workers' education.

The challenge of community education in social and political change. Lovett, Tom. v11(1978) no1:42-51. English.

This article describes and analyzes two contrasting models for community education and the role of adult education in social and political change.

The Highlander heritage: education for social change. Tjerandsen, Carl. v16(1983) no2:10-22. English.

Describes the activities of Highlander Research and Education Center in Tennessee, USA, during the critical civil rights movement period of the 50s and 60s, focusing on the citizenship schools and the community leadership programme.

The Lindeman Center: a popular education center bridging community and university. Zacharakis-Jutz, Jeff; Heaney, Tom; Horton, Aimee. v24(1991) no3:24-30. English.

Discusses some of the ramifications of promoting social change within a university and gives a concrete example of how a popular education centre can

facilitate the cooperation between the university and marginalized communities.

The political economy of literacy in the Third World. Youngman, Frank. v23(1990) no4:5-13. English. Continues a debate which began at the ICAE Fourth World Assembly's workshop on the Political Economy of Literacy. Applies the perspective of political economy to analyze the complexity of adult education activities.

We cannot jump over our own shadows - some thoughts on education and development. Attygalle, Richard. v4(1971) no1:64-69. English.

National independence does not necessarily ensure an individual independence. Therefore development depends on whether or not the dynamic process of pressures from people to the government takes place.

"You have the Third World inside you": conversation by Paulo Freire. Costigan, Margaret; Freire, Paulo. v16(1983) no4:32-38. English.

The author, an Australian educator, interviewed Freire in Geneva, on January 4, 1980. She hopes to explore ways in which the implementation of a programme based on Freire's ideas would be possible in Australia.

Social/Political Action - Research/ Evaluation

Who gains and who loses? The political economy of adult education. Healey, Patrick. v16(1983) no4:49-56. English.

Describes a research project developed by the International Council for Adult Education (ICAE) to examine the relationship between political/economic factors and the provision of adult education.

Technological Advancement

Adult education, science and technology. Miller, Paul A. v13(1980) no3:39-45. English.

Analyzes the meaning of science and technology and their role in development and educational processes.

BBC computer literacy project. Salkeld, Robert. v15(1982) no4:19-25. English.

The project was launched in January 1982 as a ten-part television series introducing a beginner to computers and their applications.

European Bureau's project on "Education and Training in a Changing Employment Market". v20(1987) no1:74-75. English.

Reports on a new four-year project arising from the focus of many member organizations on the effects of the economic situation, and on the effects of the introduction of new information technology.

Evaluating educational technology. McLean, Leslie D. v1(1968) no2:62-68. English.

The author discusses some shortcomings in the techniques of development of new educational products and the use of the computer as an example of positive and negative potential of technology.

Evolutsiya sputnikov zemli i orbit. Chistyakov, N.I. v1(1968) no2:69-73. Russian.

The author, a scientist and educator, illustrates the importance of satellites which enable people to talk and work together.

Focus on Nepal, Indonesia: study-service and village technology. Fussell, Diana; Quarmby, Andrew. v10(1977) no3:23-29. English.

Discusses the concept of appropriate intermediate technology and its potential to help developing countries obtain their economic independence in the context of programmes organized in rural areas of Indonesia and Nepal.

Future study: sources, journals, books. v8(1975) no3:87-89. English.

Selection of English language materials related to future studies.

Innovations in adult education in Japan. Hatano, Kanji; Saito, Itsuo. v3(1970) no1:53-56. English.

The Adult Education Council of Japan has reorganized adult education by increasing use of technology: national radio and TV networks reach 96% of homes and offer a variety of adult learning programmes.

Literacy and technology: computer-assisted learning. v20(1987) no3/4:84-85. English; French.

A workshop focusing on Literacy and Technology: Computer Assisted Learning, held during the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15, 1987.

Technology transfer: introducing a computer to teach number skills to adults in Soweto. de Vries, Peter. v21(1988) no1:5-15. English.

This article describes how a system of computer-assisted instruction (CAI) was introduced in an adult learning centre in the township of Soweto, outside Johannesburg, South Africa.

Technology: what is appropriate? Rybczynski, Witold; Shirkie, Rowan. v14(1981) no4:29-33. English.

An interview with Witold Rybczynski, a professor of architecture at McGill University, Montreal, who comments on some misconceptions of so called appropriate technology.

The communication satellite as educational tool. Long, Peter. v15(1982) no1:45-56. English.

An examination of implications of using communication satellite for adult education in Australia.

The communications satellite: vehicle for a new kind

of reciprocal interdependence in international adult education? Wedemeyer, Charles A. v4(1971) no1:45-53. English.

By seeking social and educational applications of communications technology, both developed and developing countries can increase an exchange of cultural ideas and dialogue.

UN Conference on Science and Technology: significance for adult education. Miller, Paul. v12(1979) no4:9-16. English.

Reports on the topics discussed during the conference held in Vienna, August 1979.

Women, computers and adult education: liberation or oppression? Gerver, Elisabeth; Lewis, Linda. v17(1984) no4:5-16. English.

The authors discuss how technological advancement influenced the development of a "binary system of education" and talk about strategies for enabling more women to make the new technologies respond to their own needs.

Technological Advancement - Research/ Evaluation

Towards a new science: control and accountability in collaborations between workers and scientists. Merrifield, Juliet; Lippin, Tobl. v22(1989) no2/3:64-74. English.

The authors describe the experiences of the North Carolina health survey that focused on problems associated with stress among office workers, including a special section for operators of video display terminals.

Training

A rural training program that changes lives: the experience of a Sri Lanka project. Svendsen, D.; Wijetilleke, S.; Roche S. v19(1986) no2:56-63. English. This article presents a rural training programme designed in Sri Lanka for university graduates to upgrade their skills to match the needs and conditions of the communities in which they work.

Adult education and training of "barefoot" cadres. Murphy, Terry. v15(1982) no2:91. English. Comments on the need for training of health paraprofessionals in the developing world.

Adult education makes the crucial difference in training and mobilizing people. Johnston, Mary. v15(1982) no2:43-54. English.

The article describes an educational strategy of a voluntary organization, the Indonesia Sejahtera Foundation, to demonstrate the importance of adult education in training health workers and preparing other key people on which the success of primary health care depends.

Adult refugee education in Portland, Oregon, U.S.A. MacDonald, Jeff. v23(1990) no3:71-82. English.

Among educational programmes offered to refugees in Portland, Oregon, the main focus is on the Pre-Employment Training (PET). This article discusses its values as well as drawbacks.

Bibliography on training. v1(1968) no1:88-90. English.

Lists conference papers, studies and books published recently on training and adult educators' training.

CREFAL - El Centro Regional de Educación Fundamental. v1(1968) no1:46-51. Spanish.

Description of the first international training centre for adult education in Latin America, fostered by UNESCO and established in Mexico in 1951.

Dialogue of a training session for village peer group action. Tandon, Rajesh. v12(1979) no4:50-61. English. The dynamics and insights of an intensive three-day training programme for village people are captured in the author's account of a session of the Peer Group Rural Development Project of Seva Mandir in India.

Education and training for out-of-school Afghan refugee youth and adults in Pakistan. Sinclair, Margaret. v23(1990) no3:49-58. English.

The author describes educational and training programmes offered to out-of-school youth and adults resident in the Afghan refugee villages, and argues that nonformal education and apprenticeships would improve the current situation.

European Bureau's project on "Education and Training in a Changing Employment Market". v20(1987) no1:74-75. English.

Reports on a new four-year project arising from the focus of many member organizations on the effects of the economic situation, and on the effects of the introduction of new information technology.

Interaction between education and work as response to youth unemployment crisis. v15(1982) no3:82-84. English.

Reports on the International Conference on Education, held in Geneva, November 1981, organized to discuss the problems of moral values and better training as factors in solving the youth unemployment crisis.

L'animation rurale au Sénégal. Cisse, Ben Mady. v1(1968) no3:52-57. French.

The author describes a rural community development programme set up to train animateurs elected by their own communities.

La formation des intervenantes des maisons d'hébergement: élaboration de contenu et formation de formatrices dans un projet université-milieu. So-

lar, Claudie. v24(1991) no4:53-62. French.

The project described in this paper started in the fall of 1983. The University of Montreal joined forces with a coalition of shelters for battered women to establish a curriculum and train the shelter workers.

Les instituts universitaires de technologie en France. Pineau, Gaston. v4(1971) no3:51-57. French.

Identifies three types of technical training: two years of training after the baccalaureate, short-cycle training for students without baccalaureate, and extension programmes for already employed adults.

Paid educational leave. v6(1973) no2:71-86. English. A review of practices in several developing and developed countries in such areas as vocational training, general and civic education, trade union studies, literacy programmes.

Part-time study programme for rural development personnel. Clarke, Ronald, F. v7(1974) no1:10-22. English.

The author describes planning and organization of a study programme regarding intermediate level personnel in rural development.

Participatory development demands participatory training. Bhasin, Kamla. v24(1991) no4:5-15. English. A critical assessment of past trends in development: materialism, paternalism and patriarchy. The author argues that human resource development has become more crucial than economic and technical development.

Professional education of workers by correspondence teaching. Berka, Miroslav. v5(1972) no3:58-69. English.

Unesco's project applies the methods of correspondence teaching to newly literate and semi-literate workers to raise them to a level which allows them to begin technical training.

Project on career education in Latin America. Ribeiro de Carvalho, Eduardo. v11(1978) no3/4:119-120. English.

The project of the International Labour Office's Inter-American Centre for Research and Documentation on Professional Training is related to the series of reforms of secondary education aimed at establishing closer links between the schools and the labour world.

The United Nations University: new programme developments. v10(1977) no1:71-72. English. Describes development of a network of research and advanced training activities in different parts of the world.

Training Aymara veterinary technicians in the southern Peruvian Andes. Johnson, Peter J.; Chahuares, 98

Cesar. v23(1990) no4:14-22. English.

Describes the development of a participatory veterinary training programme for farmers at the Instituto de Educación Rural whose goal was to train health promoters and small farmers.

Training for development in Mongolia. Lhamsoursen, Miatavin. v15(1982) no1:79-80. English.

Reports on the organization of vocational training centres and vocational and technical schools, which form the basis for development of the skilled workforce in Mongolia.

Training of adult education workers in Africa. Bown, Lalage. v1(1968) no1:8-12. English.

The author states that a two-pronged approach: training of full-time professional educators and adult education training of persons in other fields is needed. A common set of principles for both groups is formulated.

Training of trade union trainers in Australia. Davies, Alan; Horton, Chris. v19(1986) no1:9-12. English.

The article brings information on a training programme organized by the Trade Union Training Authority in Australia.

Training trade union trainers in Zambia. Mutava, Dominic M. v18(1985) no3/4:133-136. English.

This paper examines the training programme for workers' education by analyzing background as well as content and approach of a modular system.

What kind of training for women farmers Higgins, Kathleen Mansfield. v15(1982) no4:7-18. English.

A summary of a report on a nonformal education programme, organized by the Botswana Ministry of Agriculture for women farmers at rural training centres.

Transformative Research

A dialogue on the curious history and dubious future of transformative research. Miller, Nod; Armstrong, Paul. v24(1991) no3:42-49. English.

In this dialogue, the authors express their concerns and beliefs on the nature, development and directions of transformative research.

Mapping the terrain. Beder, Hal. v24(1991) no3:3-8. English.

Introduces this special issue of Convergence on transformative research, provides basic definitions and highlights issues to be discussed.

Power/knowledge: the politics of transformative research. Westwood, Sallie. v24(1991) no3:79-86. English.

This paper attempts to develop knowledge and understanding of the nature of transformative research. Concludes with a discussion of a specific research project highlighting the relationship between power

and knowledge.

Questions about research that makes a difference. Field, John. v24(1991) no3:71-78. English.

In this article, the author poses four key questions on transformative research: the need for the new concept, new research paradigm, relation to social movements, and limitations to post-industrial societies.

Transformar conociendo, conocer transformando: el papel de la sistematización/Transformation through knowledge - knowledge through transformation. Cadena, Félix. v24(1991) no3:50-70. Spanish; English.

This article attempts to define systematization as a form of transformative research, to explain how systematization contributes to popular education, to present a methodological strategy and to identify the principal challenges of the process.

Transformative research: in search of a definition. Deshler, David; Selener, Daniel. v24(1991) no3:9-23. English.

Attempts to explore the concept of transformative research which emerged from discussions among a group of adult education researchers from both the North and South. Within this context, the authors are suggesting some essential attributes or tenets that may assist in further defining transformative research.

Transforming a community through research. Conti, Gary J.; Counter, Janice E.; Paul, Lynn C. v24(1991) no3:31-41. English.

Explains the three phases of transformative research (awareness, active involvement, social reconstruction) and describes a long-term transformative research process involving the community group from Conrad, Montana, U.S.A.

Vocational Education

Les instituts universitaires de technologie en France. Pineau, Gaston. v4(1971) no3:51-57. French.

Identifies three types of technical training: two years of training after the baccalaureate, short-cycle training for students without baccalaureate, and extension programmes for already employed adults.

People's universities in the USSR. Darinski, Anatoli. v7(1974) no1:51-57. English.

Conceived of as a form of mass-scale public self-education, the People's Universities have become centres for the organization and guidance in vocational training.

Technikumy v SSSR. Bogdanov, Aleksei. v4(1971) no3:29-33. Russian.

Describes the system of technicums-institutions that train specialists for industry and agriculture.

The effects of technological progress on materials

production workers in Yugoslavia. Bezdanov, Stevan. v2(1969) no1:66-72. English.

The relationship between productive work and vocational education is analyzed within the context of technological development.

Training for development in Mongolia. Lhamsoursen, Miatavin. v15(1982) no1:79-80. English.

Reports on the organization of vocational training centres and vocational and technical schools, which form the basis for development of the skilled workforce in Mongolia.

Vocational education processes of Yoruba women in West Africa. Bawubya, Maria. v21(1988) no4:18-26. English.

This paper deals with the Yoruba Society in West Africa, describes traditional vocational education practices and suggests that the vocational training methodology could be applied in contemporary Africa to provide answers to current economic problems.

Vocational Training

Paid educational leave. v6(1973) no2:71-86. English.

A review of practices in several developing and developed countries in such areas as vocational training, general and civic education, trade union studies, literacy programmes.

Women

'Another' development with the 'other' sex. Wichterich, Christa. v19(1986) no2:14-17. English.

Describes the strategies and methods used by the participants of the project called "Development Alternatives with Women for a New Era" (DAWN).

Australian aid agency for women. v19(1986) no3:76-77. English.

Reports on the International Women's Development Agency created in Australia in 1985.

Australian women in a changing society: perspective through continuing education. Davis, Dorothy. v13(1980) no1/2:99-109. English.

Looks at several conferences organized by the Australian National University's Centre for Continuing Education (CCE) which highlighted changing patterns in society. Many of the issues discussed pertained to the dominance of women's changing role in Australian society.

Cassava bags by the roadside: impetus for an integrated village development program. Kempadoo, Peter L. v10(1977) no4:39-47. English.

Describes the reaction of women cassava workers to a social injustice which led to a group's cooperation and, finally, to a wide range of socio-economic activities which now comprise an integrated village development programme.

Children's needs and community development: social and educational responses. O'Gorman, Frances E. v14(1981) no1:65-76. English.

The author analyzes solutions offered by day care centres in the broader context of children's needs related to deficient living conditions in Sao Paulo, Brazil.

Collectives and the status of women: the Vietnamese experience. Pelzer White, Christine. v17(1984) no1:46-54. English.

This article explores the extent of women's contribution to development; examines equality problems that still remain to be solved; points out the issues for women's leadership; and proposes some solutions.

Editorial introduction. Yarmol-Franko, Karen. v22(1989) no1:3-4. English.

This editorial introduces a collection of articles concerned with peace and human rights, peace education and women's issues.

Education - research - mobilization needs of women's employment trends in Asia. Blake, Myrna. v13(1980) no1/2:65-78. English.

Indicates paradoxical elements in the employment situation for women in the rapidly changing electronics industry in Asian countries. From this, some implications are made for those concerned with education as a process by which women might be effectively helped.

Educational and employment opportunities for women: main issues in adult education in Europe. Hootsmans, Helen M. v13(1980) no1/2:79-90. English.

Examines the promotion of equal opportunities for women. Discusses the issue of access to education and vocational training as well as main characteristics of the educational system and employment possibilities.

Empowering women through education: lessons from international cooperation. Stromquist, Nelly. v19(1986) no4:1-22. English.

The author examines the contribution of nonformal education toward the conditions of women within the context of international agency support, and analyzes the patterns of the state and NGOs' effectiveness in providing nonformal education programmes for women.

Five-year review shows little progress on critical issues affecting women. v13(1980) no4:35-40. English.

A summary of findings of the Commission on the Status of Women showing that progress in improving the situation of women has been slight; in fact, daily life has worsened for most women of the world, particularly those in rural and poorer urban sectors.

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How Thai village women became adult educators. Kindervatter, Suzanne. v18(1985) no3/4:116-119. English.

Case study of an experimental programme established to enhance women's participation in economic and social development.

ILO activities concerning working women. v15(1982) no4:71. English.

Information on a future orientation of ILO activities concerning working women.

Impact of micro-technology on women workers. v20(1987) no1:76. English.

Reports on the International Consultation on Micro-Chip Technology, held in the Philippines, October 1986.

Income-generating project develops skills of Swazi women. Nxumalo, Simanga. v15(1982) no3:48-55. English.

A case study of the Integrated Women in Development Project, created to develop income-generating skills for rural women.

Independence and solidarity of women. v22(1989) no2/3:139. English.

Reports on the ASPBAE Women's Conference held in Tokyo, Japan, September 5-9, 1989.

Integration into what? Reflections on development planning for women. Boulding, Elise. v13(1980) no1/2:50-59. English.

Argues that the goal of "integration of women into development" has very often meant their marginalization. The negative impact of technology on women's autonomy can be reversed by the application of alternative strategies.

Integration of women in rural development. v12(1979) no4:72-73. English.

A summary of a section of the Programme of Action adopted at the World Conference on Agrarian Reform and Rural Development, held in Rome, July 1979.

International Women's Year and African teachers. Kisosonkole, Pumla; Smyke, Raymond J. v8(1975) no1:25-33. English.

The strong position of national teacher organizations in Africa and their training programmes have contributed to raising the status and role of women.

Issues for research and teaching related to women. Okure, Bernadette Eyewan. v15(1982) no4:26-31. English.

Reports on the objectives and main themes of the First International Conference on Research and Teaching Related to Women, held at Concordia University, Montreal, in 1982.

Jobs for women - but at what cost? Dunn, Leith. v22(1989) no2/3:75-80. English.

Explores the work conditions of two women, a machine operator and laid off ironer, in the Kingston Free Zone of Jamaica and argues that the Free Zone did not introduce new skills and technology but rather added to the hardships of workers.

Korean women develop new forces for change. v17(1984) no2:72-73. English.

Information on the Korean Women's Development Institute launched in April 1983, carrying out projects and programmes in research, education and training, resource development, information and publishing.

L'aspect éducatif dans la relation mutuelle entre les hommes et les femmes. Lengrand, Paul; Gayfer, Margaret. v8(1975) no1:82-90. French.

In this interview Lengrand presents the thesis that the failure or success of the relationship between men and women depends on the educational relationship between them. Their roles are, and should be, those of mutual educators.

La formation des intervenantes des maisons d'hébergement: élaboration de contenu et formation de formatrices dans un projet université-milieu. Solar, Claudie. v24(1991) no4:53-62. French.

The project described in this paper started in the fall of 1983. The University of Montreal joined forces with a coalition of shelters for battered women to establish a curriculum and train the shelter workers.

La revaloración de la mujer en el Perú: analisis y perspectivas. Zolezzi Chocano, Mario. v8(1975) no1:41-48. Spanish.

The paper presents an overview of the philosophical framework of the revolutionary process in Peru and describes the economic, legal, educational and social characteristics of women in this country.

Learning from and about women's organizations: an exploratory analysis in the Indian context. Tandon, Kalpana; Rao, V. Rukmini. v13(1980) no1/2:124-135. English.

Analyzes those factors that contributed to the current situation of women's movement and characterizes two organizations which work in the context of a patriarchal society in India.

Learning from rural women's experiences of income-raising group activities. v13(1980) no1/2:91. English.

Reports on the project whose aim was to help governments to find successful activities and to provide an opportunity for leaders and participating women to tell about their experiences.

Meanings and implications of the expanded concepts of development for action. Mair, Lucille. v9(1976) no4:60-68. English.

Stresses the need for such models of development that are based on the fundamental needs of population. Emphasizes the role of women as agents of development.

"My God, she has so many tasks": listening to peasant women. Aubel, Judi. v19(1986) no2:18-28. English.

This article is based on a needs assessment done with rural women in one province of Burundi, East Africa. The study aimed at collecting quantitative data on women's agricultural, domestic, health and nutrition related activities.

Nabila Breir Award 1988. v21(1988) no4:86. English.

Training and Participation of Village Women in Pre-School Education, a project in the West Bank, is the recipient of the Nabila Breir Award for 1988.

Pacific women decide on a plan of action. v14(1981) no4:72-74. English.

Reports on a plan to solve urgent and critical problems of women in the Pacific, formulated and accepted by 13 countries during the first Subregional Follow-up Meeting on the World Conference of the UN Decade for Women.

Participatory research by Indian women in northern Ontario remote communities. Hudson, Grace. v13(1980) no1/2:24-33. English.

Describes efforts of women in seven communities to promote economic development and cultural and educational programmes. Includes a proposal for women's participatory research.

Participatory training for illiterate women trainees. Mathur, Anita; Tandon, Rajesh. v19(1986) no1:20-23. English.

A brief case study on the training of illiterate tribal women being educated to act as village animators and instructors of centres for pre-school children.

Popular initiative on women's rights for new Brazilian Constitution. v20(1987) no2:82-85. English.

This article describes a popular initiative on including women's rights in a new Brazilian Constitution.

Re-thinking women and development: the case for feminism. Anand, Anita. v15(1982) no1:17-26. English.

Describes mainstream development models and explains why women have been left out of the development process.

Reflections of a feminist political scientist on attempting participatory research in Aotearoa. Small, Delle. v21(1988) no2/3:85-99. English.

The author's reflections on personal attempts at participatory research that helped her to identify some wider issues in Aotearoa, which, she argues, would

have implications for social action.

Rural development and women: organization is the key lesson from the field. Gayfer, Margaret. v19(1986) no3:20-24. English.

This paper describes a multilateral project established to better understand the dynamics of rural poverty and the initiatives some women are taking to improve their economic and social situation.

Solidarity appeal for women worker activist. v22(1989) no2/3:138. English.

An international solidarity appeal has been launched to seek the release of Lee Young Soon, chairperson of Korean Women Workers Association, who was arrested on June 29, 1989.

Solidarity for imprisoned women. v21(1988) no4:84-85. English.

Reports on Building the Movement, a women's leadership seminar in international adult education.

Solidarity network links up Arab women. Gayfer, Margaret. v20(1987) no1:77-78. English.

Reports on the Arab Women Solidarity Association, an international NGO, aimed at promoting and developing interests of Arab women and at strengthening ties between them.

Status of women in the Soviet society. Nikolaeva, Tatiana. v8(1975) no1:34-40. English.

The author points out that women's equality is guaranteed through legislative, social, administrative and other government measures.

Supporting the self organization of women refugees. Meijer, Marijke. v23(1990) no3:83-86. English.

Presents different ways of self-support of women refugees, providing examples of women's refugee groups from the Netherlands.

The changing role of Arab women. Hayani, Ibrahim. v13(1980) no1/2:136-142. English.

Presents the cultural and social context that influences the participation of women in education and employment and briefly outlines the status of women in Syria.

The Decade for Women and 1985 Conference. v16(1983) no3:78. English.

Report on the United Nations Decade for Women: Equality, Development and Peace.

The Nairobi '85 African Women Manifesto. v19(1986) no2:77-79. English.

Excerpts from the manifesto presented at the Non-Governmental Forum, held during the United Nations Women's Conference in Nairobi, July 1985.

The state of the world's women. v19(1986) no2:9-13. 102

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English.

This statement is the conclusion of The State of the World's Women 1985, a publication based mainly on the findings of two major UN reports.

The Women's Program, ICAE. v21(1988) no4:87-91. English.

Reports on the activities of the Women's Programme: the international coordination of a large network of adult educators in different regions, exchange of experiences and information, publication of materials and actions to promote the role of women within the adult education movement.

WAND marks its tenth anniversary. v21(1988) no4:85. English.

In November 1988, the participants of the Women and Development Unit (WAND) anniversary celebrations discussed strategies for improving the status of women in the Caribbean.

We are different women: stronger, bolder, surer. Barrow, Nita. v19(1986) no2:7. English.

From a statement of the President of ICAE at the opening of the Non-Governmental Forum '85 held during the Women's Decade Conference in Nairobi.

We are the women of the world: report on the United Nations Women's Conference, Nairobi, 1985. Gayfer, Margaret. v19(1986) no2:1-6. English.

Gives some highlights of the Forum '85, held in conjunction with the World Conference to Review and Appraise the United Nations Decade for Women.

Western higher education and identity conflict: the Egyptian female professional. Cochran, Judith. v25(1992) no3:66-78. English.

The Egyptian female professional appears to have strong economic and social encouragement to pursue a career. The author examines why Egyptian professional women are underemployed, employed part-time or not at all in the field for which they were trained.

What kind of training for women farmers? Higgins, Kathleen Mansfield. v15(1982) no4:7-18. English.

A summary of a report on a nonformal education programme, organized by the Botswana Ministry of Agriculture for women farmers at rural training centres.

What projects are successful in improving the employment conditions of rural women? v15(1982) no4:69-71. English.

Inform on an initiative to identify and analyze successful projects for improving employment conditions of rural women in Africa and Asia.

Women and peace: an international conference. Hartman, Jan. v22(1989) no1:82-83. English.

Reports on the International Conference on Women

and Peace, designed to address the contributions of women in the global struggle for peace.

"Women hold up half the sky". Harley, Ann. v7(1974) no3:18-24. English.

Within a generation, Chinese women have moved from being slaves in a peasant society to participants in an industrialized society. Legal developments and mass education campaigns are described.

Women hold up more than half the sky: report of the ICAE Women's Project. Bernard, Anne K.; Gayfer, Margaret. v14(1981) no4:59-71. English.

The project was developed as the first and baseline stage of a process to find out more about the quality and extent of the participation of women in adult and nonformal education.

Women in action: Copenhagen World Conference. v14(1981) no1:24-31. English.

Report on the Conference during which its participants adopted the Programme for Action with the recommendations on the improvement of the situation of women worldwide and 48 resolutions that supplement the Programme.

Women in development: the issues for the Caribbean. Antrobus, Peggy. v13(1980) no1/2:60-64. English.

Issues such as the role and status of women are development issues and should be addressed within the wider framework of development planning. Comments on the failure to provide equal opportunities for women in the Caribbean and provides possible strategies for action.

Women in the profession of adult education. Loring, Rosalind. v8(1975) no1:49-56. English.

The field of adult education suffers from lack of research on the role and status of women professionals in adult education.

Women own half the world's human potential. Yarmol-Franko, Karen. v21(1988) no4:3-4. English.

This editorial introduces the articles on women's education included in this issue of *Convergence*.

Women speak from the hillside favela slums. v19(1986) no3:46-48. English.

Excerpts from *Hillside women*, a collection of thirty five accounts of life, struggle and aspirations of women living in the urban hillside slum favelas in the southern zone of Rio de Janeiro.

Women speaking and learning for ourselves. Gayfer, Margaret. v13(1980) no1/2:1-13. English.

An editorial to the double issue of *Convergence* on women and adult education. Focuses on such problems as equality, future action and women's participation in adult education.

Women's international organizations. v8(1975) no1:108-109. English.

A list of the women's international NGOs admitted by Unesco to category C and B.

Women's movements and human futures. Reardon, Betty. v8(1975) no3:41-52. English.

Because of personal involvement of women in actions to create their own future, the women's movements are examples of future-oriented adult education.

Women, peace and development in Southern Africa. Machila, Margaret. v22(1989) no1:75-81. English.

Argues that true peace and development can only be attained through self-determination and autonomous direction and describes how women in Southern Africa struggle with the injustice of apartheid and structural violence.

World women unite for peace. v15(1982) no3:84. English.

Reports on the World Congress of Women, Prague, Czechoslovakia, Oct. 81, in which over 1000 women from 133 countries representing a range of political, ideological and religious views took part.

Women - Research/Evaluation

The involvement of rural women in village development in Tanzania. Oomen-Myin, Marie Antoinette. v16(1983) no1:59-69. English.

A summary of a research study on women's involvement in decision-making at a village level and factors which constrain their participation.

Women's perspectives: research as re-vision. Callaway, Helen. v14(1981) no4:34-43. English.

The article traces the development of research on women by women in an attempt to show the values and projects, and new approaches toward methodology, theory construction and modes of expression.

Women's Education

A College for Human Services. Cohen, Audrey C.; Hack, Sylvia. v2(1969) no2:49-55. English.

The authors describe the two-year college programme and teaching methods, and show the pattern of carriers of women graduates.

A non-oppressive framework for adult education programs for rural women in Latin America. Cebotarev, Eleonora A. v13(1980) no1/2:34-49. English.

Proposes that adult education programmes, which are part of rural development efforts, should be assessed in their relation to social change. Examines to what extent participation in the programme facilitates the creation of new roles and what kind of orientation this programme provides.

A note on adult education and women. Snyder,

Margaret. v13(1980) no3:54-58. English.

Analyzes women's place in development and educational assistance, and describes three categories of action and examples of programmes within the UN system.

A personal message. Michener, Nora Willis. v2(1969) no2:5-7. English.

Wife of the Governor General of Canada describes some personal experiences that motivated her to continue education.

Adult education and the advancement of women in the West Indies. Bird, Edris. v8(1975) no1:57-67. English.

The article describes the negative effects of the slave and colonial past on the evolution of adult education and focuses on the new trends in education of women.

Adult education of women in Sweden. Sandlund, Maj-Britt. v2(1969) no2:66-69. English.

The author writes about the system of evening schools, municipal vocational colleges, special adult high schools, folk universities and study circles.

An adult education programme for the Igorot women of northern Philippines. Smith, Mary Ann. v8(1975) no1:16-24. English.

The article describes an integrated programme of adult basic education and skills training for women of the Montañosa, one of the most underdeveloped regions in the country.

Asian-South Pacific Bureau of Adult Education conference. v16(1983) no1:85. English.

Reports on a conference on nonformal education for women, organized by ASPBAE, in October 1982, in Japan.

Bibliography. v2(1969) no2:93-94. English.

Lists recently published articles, conference papers and reports on women's education.

Cartoons and soap operas: popular education in a Nova Scotia fish plant. Bishop, Anne. v21(1988) no4:27-34. English.

The author provides an example of an effective popular approach to women's education; cartoons and soap operas were used to educate women fish plant workers on union issues, violence in the home and health issues in Nova Scotia.

Educating each other on women's development: report on a workshop on women and development in Pakistan. Khan, Nighat Said; Bhasin, Kamla. v21(1988) no4:35-44. English.

A report on a workshop on women and development in Pakistan. A group of 35 women gathered to analyze social factors which lead to the subordination of women and to plan a strategy for reversing the nega-

tive effects of these factors.

Education - research - mobilization needs of women's employment trends in Asia. Blake, Myrna. v13(1980) no1/2:65-78. English.

Indicates paradoxical elements in the employment situation for women in the rapidly changing electronics industry in Asian countries. From this, some implications are made for those concerned with education as a process by which women might be effectively helped.

Education for womanhood in East Africa. v2(1969) no2:32-36. English.

Adult education, particularly for women, is an area of much interest and activity in East Africa. The socialization process of women and continuing and vocational education available to them are discussed.

Education of women in Australia. Dawson, Madge. v2(1969) no2:11-17. English.

Australian women were among the first in the world to gain political rights. The author analyzes their participation in politics and describes adult education programmes that are to facilitate their entry into public life.

Educational and employment opportunities for women: main issues in adult education in Europe. Hootsmans, Helen M. v13(1980) no1/2:79-90. English.

Examines the promotion of equal opportunities for women. Discusses the issue of access to education and vocational training as well as main characteristics of the educational system and employment possibilities.

Gender and popular education research and training project - an update. v24(1991) no3:95. English.

Reports on a number of activities undertaken as part of the Gender and Popular Education (GPE) project, based at the University of the Western Cape in South Africa, and co-sponsored by the ICAE Women's Program.

Hillcroft College. v2(1969) no2:79-84. English.

Founded in 1920 to offer women without academic qualifications opportunities to widen their horizons and prepare for careers.

Integrating conscientization into a program for illiterate urban women in Nigeria. Igoche, Martha Hundung George. v13(1980) no1/2:110-117. English.

Describes the project undertaken with a group of 32 illiterate and semi-illiterate women in home economics in order to help people of the area to improve their living standards.

International research project on gender and popular education. v23(1990) no3:95-96. English.

An information report on the Research Project on Gender and Popular Education, convened by the

Centre for Adult and Continuing Education (CACE) of South Africa in association with the Women's Program of ICAC.

International Women's Year and African teachers. Kisosonkole, Purnla; Smyke, Raymond J. v8(1975) no1:25-33. English.

The strong position of national teacher organizations in Africa and their training programmes have contributed to raising the status and role of women.

L'aspect éducatif dans la relation mutuelle entre les hommes et les femmes. Lengrand, Paul; Gayfer, Margaret. v8(1975) no1:82-90. French.

In this interview Lengrand presents the thesis that the failure or success of the relationship between men and women depends on the educational relationship between them. Their roles are, and should be, those of mutual educators.

L'éducation de la femme en Tunisie: son évolution. Limam, Danielle. v2(1969) no2:70-72. French.

After Independence, the Code of 1956 gave women in this Moslem country equal rights but the social pattern of male domination is difficult to overcome. Literacy programmes and distance education for women have been developed.

L'éducation des jeunes filles et des femmes en France. Chaton, Jeanne H. v2(1969) no2:18-25. English.

The author argues that since women comprise one third of the labour force and are active in all branches of the economy, a change of goals and methods of universal and continuing education is necessary to reflect these changes.

La revaloración de la mujer en el Perú: analisis y perspectivas. Zolezzi Chocano, Mario. v8(1975) no1:41-48. Spanish.

The paper presents an overview of the philosophical framework of the revolutionary process in Peru and describes the economic, legal, educational and social characteristics of women in this country.

Learning to create our own knowledge. Spender, Dale. v13(1980) no1/2:14-23. English.

The author argues that women's studies propose not only a distinctive and genuine area of knowledge but also new political attitudes and values which consequently create implications for adult education curricula.

Let's do away with "toy" education for women. Krajnc, Ana. v8(1975) no1:8-15. English.

The author points out that mere affirmation of women's rights to adult education is not sufficient. It is necessary to provide women with adequate vocational and professional education and make them aware of their role in society.

Light for life: ten years of women's education in a Ugandan college. Nima, Bernice Joyce. v21(1988) no4:55-60. English.

This article traces the Tororo Girls School's development and how it has been striving to enhance women's education in Uganda since its reorganization in 1977.

Measured steps towards equality for women in Ireland: education and legislation. Murphy, Michael W. v8(1975) no1:91-100. English.

The article describes legislative measures and programmes organized at the governmental level and by voluntary organizations pertaining to the issues of equality for women.

Mujer, paz y democracia: un programa de educación para la paz. Valenzuela, Maria Elena. v22(1989) no1:47-60. Spanish.

Describes the work of the Educational Programme for Democracy and Peace, whose purpose was to provide grassroots organizations with information about the process of militarization.

Nabila Breir Award 1988. v21(1988) no4:86. English. Training and Participation of Village Women in Pre-School Education, a project in the West Bank, is the recipient of the Nabila Breir Award for 1988.

Out-of-school education for women in African countries. v6(1973) no3/4:7-18. English.

Cultural and religious traditions are barriers to the education of women, particularly in the fields of agriculture, commerce and industry. Examples of successful programmes are provided.

Panorama de la educación femenina en el Perú. Lipeovich de Querol, Tamara; Romero San Martin, Esther. v2(1969) no2:37-47. Spanish.

Statistical data on illiteracy and secondary education in Peru are provided. In this context, the authors discuss the problems of women's education. Bibliography included.

Programmes of non-formal education for women. Jayaweera, Swarna. v12(1979) no3:21-31. English.

Focuses on these forms of nonformal education that may change the occupational patterns of women: vocational programmes, training programmes for the rural sector and non-vocational education.

Quelques difficultés reliées à l'application des acquis nutritionnels chez des Burundaises du centre du santé de Musaga. Kamwenubusa, Marthe. v25(1992) no3:25-31. French.

Examines nonformal education programmes for women in developing countries and nutritional education for mothers in a health centre in Burundi.

Support for education of the girl child. v25(1992) no3:91. English.

"Education for All Girls: A Human Right, a Social Gain" was a theme of an international conference, held at the UNICEF House in New York, from April 21 to 22, 1992.

The Bridging Program for Women: an innovative learning approach that works. Ariano, Carol Powell. v21(1988) no4:45-54. English.

Discusses the complex issue of educational opportunities for women. The author writes about the Bridging Program For Women and its role in improving access and participation of women in learning.

The creation of the new Muslim woman: female education in the Islamic Republic of Iran. Mehran, Golnar. v24(1991) no4:42-52. English.

Comments on changes and innovations in the Iranian educational system that, in the author's own words, aims at bringing about the new Muslim women, the ideal female citizen of Iran.

The Radcliffe Institute, Cambridge, Mass., U.S.A. Smith, Constance E. v2(1969) no2:56-61. English.

The Institute helps women to continue their intellectual and professional development by offering fellowships, guidance and new vocational programmes.

The role of non-governmental organizations in the education of women in African states. Jagge, Annie. v2(1969) no2:73-78. English.

Underlines the importance of NGOs and indicates the direction they should take to alleviate problems facing women in Africa.

Training women workers in Brazilian favelas. Hunter, Carman St. John. v18(1985) no3/4:129-132. English. Describes staff training activities undertaken as a part of a larger project carried out with groups of women in low income neighbourhoods in and around Rio de Janeiro, Brazil.

Transition from home to work: some training efforts in the USA. Harnett, Oonagh. v13(1980) no1/2:118-123. English.

Mentions five streams in educational development in the U.S. that are of special interest to women and concentrates on one of them: the growth of courses aimed at bridging the transition from home to the formal work market or to further education and training.

Trends in the continuing education of women in Japan. Naita, Yoko. v2(1969) no2:26-31. English. The author describes development of adult education for women and organizational structure of women's education.

Vocational education for women in Western Europe: the legal position, issues and programs. Oglesby, K.L. v21(1988) no4:61-75. English.

The author writes about the recent policy making initiatives to pressure for legislative equality in employment and women's access to equitable jobs and suitable vocational education and training.

Vocational education processes of Yoruba women in West Africa. Bawubya, Maria. v21(1988) no4:18-26. English.

This paper deals with the Yoruba Society in West Africa, describes traditional vocational education practices and suggests that the vocational training methodology could be applied in contemporary Africa to provide answers to current economic problems.

Western higher education and identity conflict: the Egyptian female professional. Cochran, Judith. v25(1992) no3:66-78. English.

The Egyptian female professional appears to have strong economic and social encouragement to pursue a career. The author examines why Egyptian professional women are underemployed, employed part-time or not at all in the field for which they were trained.

Women and adult education in Africa: south-south exchange. v23(1990) no2:88. English.

An information report on an exchange project sponsored by the ICAE Women's Program and AALAE's Women's Network. During the exchange a team of 13 grassroots women educators visited literacy and health projects in Mali and Tanzania.

Women hold up more than half the sky: report of the ICAE Women's Project. Bernard, Anne K.; Gayfer, Margaret. v14(1981) no4:59-71. English.

The project was developed as the first and baseline stage of a process to find out more about the quality and extent of the participation of women in adult and nonformal education.

"Women hold up half the sky". Harley, Ann. v7(1974) no3:18-24. English.

Within a generation, Chinese women have moved from being slaves in a peasant society to participants in an industrialized society. Legal developments and mass education campaigns are described.

Women workers' education in Asia: designing their own program. Cheng-Kooi, Loh. v22(1989) no2/3:12-19. English.

The author writes about the women workers' movement, its diversity and the task of defining its own identity, needs and perspectives.

Women's education in development: from welfare to empowerment. Stromquist, Nelly P. v21(1988) no4:5-17. English.

The author reviews the evolution of nonformal education programmes for women over the last 20 years, noting the social forces and voluntary development

organizations that have accounted for some of the shifts in the conception of nonformal education.

Women's education in India: problems and prospects. Reddy, M.C. Reddeppa. v24(1991) no4:35-41. English.

An analysis of the causes of low literacy rates among women in India. The author suggests a change in attitude towards the education of women as a first measure to create favourable environment for women's learning.

Women, adult education and literacy: a Caribbean perspective. Ellis, Pat. v17(1984) no4:44-53. English. This paper examines the relationship between education and the region's socio-economic development, and looks at the role of adult continuing education in this relationship.

Women, computers and adult education: liberation or oppression? Gerver, Elisabeth; Lewis, Linda. v17(1984) no4:5-16. English.

The authors discuss how technological advancement influenced the development of a "binary system of education" and talk about strategies for enabling more women to make the new technologies respond to their own needs.

Zhenskoe obrazovanie v Sovetskoy Soyuz. Torkiani, Elena. v2(1969) no2:62-65. Russian.

Women hold a high percentage of both professional and manual jobs. Provisions to encourage women to continue their education include one-year maternity leave, as well as a combination of evening and correspondence education which allows them to study and work.

Women's Education - Research/Evaluation

Competence-building adult education for women. Haukaa, Runa. v8(1975) no1:68-81. English.

The author describes an enquiry into women's educational needs carried out in Norway. She concludes that existing adult education services serve women who have had some education and work experience.

Research abstracts. v2(1969) no2:90-92. English. Works on women's education, especially on such aspects as continuing education, media co-education.

Workers' Education

Accelerated Training Centres for Workers in the People's Republic of Mozambique. Fumo, Carlos A. v17(1984) no1:1-8. English.

This paper seeks to explain the role of the residential centres where peasants and workers from the villages can continue their education after becoming literate. Provides a summary of a case study of Makublunane Centre.

Adult education, trade unions' and unemployment:

what about the unwaged? Ward, Kevin; Forrester, Keith. v22(1989) no2/3:54-63. English.

This article examines the trade unions response to unemployment in Britain and illustrates the role, process and outcomes of a national adult education action-research programme, working with the Trade Union Congress for the Unemployed.

Curriculum design for workers' education. Mendis, George. v22(1989) no2/3:29-32. English.

An overview of the activities of the Institute of Workers' Education of the University of Colombo that has developed a variety of courses for workers.

Editorial introduction. Yarmol-Franko, Karen. v22(1989) no2/3:3-4. English.

Workers' education, prison education and criminal justice are linked by a common thread which appears in each of the articles in this issue of *Convergence*.

Educación popular y formación de trabajadores: la experiencia del Instituto Cajamar de Brasil. Pontual, Pedro. v22(1989) no2/3:20-28. Spanish.

The author writes about popular education experiences in Brazil, focusing on the activities of the Cajamar Institute, established to train members of unions, the Workers' Congress, the Workers' party and other organizations.

Extending the network and content of adult education workers. Draper, James A. v22(1989) no2/3:81-94. English.

The author describes two groups involved in workers' education: adult educators and peripheral workers. Argues that both groups must be accounted for when the overall effectiveness of educational programmes for adults is assessed.

Impact of micro-technology on women workers. v20(1987) no1:76. English.

Reports on the International Consultation on Micro-Chip Technology, held in the Philippines, October 1986.

International Charter of Workers' Education. v14(1981) no4:75-76. English.

Information on the Charter adopted by the International Federation of Workers' Educational Associations as a statement of principles, needs and priorities in workers' and adult continuing education for the 1980s.

L'éducation ouvrière et les universités en France. v7(1974) no1:39-50. French.

An abridgement of a paper prepared by Marcel David for the ILO symposium on Universities and Workers' Education reviewing the situation in France during the previous three years.

La Organización Internacional del Trabajo y la

Educación Obrera. v1(1968) no1:27-32. Spanish.
The International Labour Organization has had a unique experience in worker training and labour education in many parts of the world. This report presents programmes organized in Latin America.

Laboratorii ratsionalizatorov. Tarnavskii, L. S. v2(1969) no1:16-21. Russian.
The author discusses how technical education must go beyond economic benefit to include general education and cultural needs of the workers.

Labour education institute celebrates ten years. v24(1991) no1/2:109. English.
Information on the Ecumenical Institute for Labour Education and Research in the Philippines, which celebrated its tenth anniversary in February 1991.

Learning for life in a learning society: Canadian action agenda for educational leave. Wilkinson, Lynn. v17(1984) no3:70-72. English.
A summary of an action agenda for Canada, developed to improve training and education as a response to technological change and high unemployment.

Mapping the connections: workers' education in the 1990s. Peet, Katherine. v22(1989) no2/3:7-11. English.
The author examines the future directions of workers' education by addressing a number of contradictions surrounding the notions of democracy, community and contracting.

Meeting the educational needs of workers. v20(1987) no3/4:69-70. English; French.
Discusses the need for greater recognition of the importance of providing more opportunities for literacy and further education for people in the workforce and the unemployed.

Middle management: a revolution in adult education. Savicevic, Dusan M. v2(1969) no3:69-74. English.
The article focuses on the reformist attempts to reconstruct the humanistic and professional contents of education for medium-level production personnel.

Non-editorial conversation. Chu, Paul B.J.; Whitehouse, John. v7(1974) no1:82-88. English.
Conversation focuses on the early days of ILO educational work and on major changes and problems confronting workers' education.

Obrazovanie vzroslykh v SSSR. Balov, Nikolai. v1(1968) no3:25-30. Russian.
Following elimination of illiteracy, emphasis was placed on secondary education for adults. The most widespread form of adult education for workers today is the secondary evening school.

Oni poluchayut diplom na zavode. Pavlov, Igor'. v5(1972) no4:63-68. Russian.
Combined work-study programmes enable workers to obtain engineering and other diplomas within six years. Evaluation shows that the level of competence achieved by part-time study is comparable to that gained in full-time study.

Paid educational leave. v6(1973) no2:71-86. English.
A review of practices in several developing and developed countries in such areas as vocational training, general and civic education, trade union studies, literacy programmes.

Participation as pedagogy: quality of working life and adult education. Cohen-Rosenthal, Edward. v15(1982) no1:5-16. English.
An overview of developments leading to the improvement of the quality of working life. Particular attention is given to the concept itself, worker participation, strategies used and the role of training.

Professional education of workers by correspondence teaching. Berka, Miroslav. v5(1972) no3:58-69. English.
Unesco's project applies the methods of correspondence teaching to newly literate and semi-literate workers to raise them to a level which allows them to begin technical training.

Raising international issues in workers' education. Hannah, Janet. v22(1989) no2/3:47-53. English.
An overview of the activities of the Trade Union International Research and Education Group (TUIREG), involved in raising international issues in trade union education.

Report: Unesco symposium on the access of workers to education. v9(1976) no3:51-58. English.
Report of the symposium on the access of workers to education and measures to be taken to give them an effective part in the definition and execution of educational activities.

Social participation in economic development: the role of labour education and the mass media. Chu, Paul B. J. v2(1969) no1:29-32. English.
Radio and television can be used on a large scale to involve many workers in action for economic development and social progress.

The effects of technological progress on materials production workers in Yugoslavia. Bezdanov, Stevan. v2(1969) no1:66-72. English.
The relationship between productive work and vocational education is analyzed within the context of technological development.

The ILO and workers' education. Guigui, Albert. v6(1973) no2:57-70. English.

The author reviews the development of worker's education within the framework of the ILO.

The Labour College of Canada. Hepworth, Bert. v6(1973) no2:91-94. English.

Presents the activities of a bilingual and bicultural college founded to provide basic education in the humanities and social sciences, as well as in trade union work.

Trade union and university cooperation in the field of labour education. Whitehouse, John R.W. v10(1977) no3:55-64. English.

Developments in the field of university-centred labour education are analyzed in the context of educational activities undertaken by workers' organizations, including International Labour Organization.

Training trade union trainers in Zambia. Mutava, Dominic M. v18(1985) no3/4:133-136. English.

This paper examines the training programme for workers' education by analyzing background as well as content and approach of a modular system.

Waves in British workers' education. McIlroy, John; Spencer, Bruce. v22(1989) no2/3:33-46. English.

Analyzing the development of workers' education in the United Kingdom, the author detects its four main stages, and concludes that a long-term tendency seems to be trade union training in applied industrial relations, which excludes a broader education.

What response can adult education offer to the unemployment crisis? Ward, Kevin. v17(1984) no4:27-36. English.

The purpose of this article is to discuss how adult education can respond to the long-term structural unemployment. Britain's situation is analyzed and two specific projects examined.

Women workers' education in Asia: designing their own program. Cheng-Kooi, Loh. v22(1989) no2/3:12-19. English.

The author writes about the women workers' movement, its diversity and the task of defining its own identity, needs and perspectives.

Worker self-management and the role of adult education. Hare, Wes; Jackson, Ted. v16(1983) no1:72-75. English.

Reports on the Special Session on Economic Development, held during the ICAE Conference in Paris, October 1982, in order to consider ways by which working people can engage in shared, experimental learning toward the formation of worker cooperatives and worker ownership.

Workers' education: learning for change. Pandey, Ganesh. v22(1989) no2/3:5-6. English.

Points out that the division of labour in the interna-

tional economy, the technological innovations and the global systems of production and trade are in the process of fundamental change.

Workers' education: recommendations from the Dar Conference. v10(1977) no1:74-75. English.

Text of the document issued by the Working Group on Workers' Education of the Dar es Salaam Conference.

Workers' Universities in Yugoslavia. Delalic, Esref. v12(1979) no4:62-71. English.

Presents historical developments, main activities, organization, and major accomplishments of the movement.

Workers' Education - Research/Evaluation

Research abstracts. v3(1970) no1:89-92. English.

Includes abstracts of 9 works on different aspects of adult education and workers' education.

Young Adults

A crash program for the education of out-of-school youth in the age group 14-21. Naik, J. P. v5(1972) no1:27-36. English.

Proposes the development of a programme for the out-of-school young persons aged 14-27. The programme would have a strong vocational core.

Africa and International Youth Year: orthodoxies and refutations. Chan, Stephen. v16(1983) no3:39-46. English.

An analysis of the future prospects of young people in less developed countries. Outlines twelve areas which cannot be ignored in 1985, which is designated by the United Nations as International Youth Year.

American youth: challenges for adult education. Oliver, Leonard P. v4(1971) no2:22-31. English.

The author investigates trends in youth thinking, their interest in social change and concerns with the quality of life. Surveys and polls on youth thinking are provided. Significance of youth for adult education is discussed.

Are young people getting too much education? Palme, Olof. v4(1971) no3:3-6. English.

The author raises the question of the future distribution of available resources between different forms and levels of education.

Commonwealth Youth Declaration. v10(1977) no3:71-72. English.

Reports on the first meeting of Youth Commonwealth Leaders where principles essential for increasing youth participation in national and international affairs were defined.

Dissent and participation. Elder, Hayes. v4(1971) no2:74-79. English.

The varied methods of organization of youth groups

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are analyzed, and examples of student confrontation with governments and institutions are provided.

Education and work: the views of the young. v16(1983) no3:47-53. English.

This article describes the Youth Attitude Project which was carried out over two and a half years by the Centre for Educational Research and Innovation (CERI) to get a more clear idea how young people view school, work and the transition between the two.

Interaction between education and work as response to youth unemployment crisis. v15(1982) no3:82-84. English.

Reports on the International Conference on Education, held in Geneva, November 1981, organized to discuss the problems of moral values and better training as factors in solving the youth unemployment crisis.

L'expérience de la reconversion des foyers d'animation de la jeunesse en Algérie: le rôle de la recherche. Le Brun, Olivier. v8(1975) no4:72-80. French.

Description of a failed experiment to organize youth agencies into centres offering basic education through practical and community development work.

La jeunesse/Youth. Trichaud, Lucien. v6(1973) no3/4:51-54. French; English.

Poem; extract from *D'amour et d'eaux*.

Literacy through literature: a reading club with imprisoned youth and young adults. Budweg, Peter; Schins, Marie-Thérèse. v24(1991) no4:63-71. English. Describes the establishment of a reading club. The target group consists of persons with long-term sentences who have had little or no relation at all to writing or a writing culture.

Manifiesto de Córdoba. v4(1971) no2:5-10. Spanish. First issued in 1918 by university students in Argentina calling for a revitalized university and more open society. Reprinted here to indicate historical roots of the revolutionary youth movement.

MOBRAL: ¿Un modelo para la educación de adultos? v7(1974) no1:61-70. Spanish.

Basic education programmes of the Brazilian Literacy Movement aim primarily at lower income groups such as young urban people, training them for low-skilled employment.

Possibilities and limits of voluntary services: a Latin American perspective. Alvarez S., Vladimir. v4(1971) no2:15-21. English.

Voluntary service is an important educative and self-help means to involve young people in their community and society. The question remains whether voluntary service is to support the existing establish-

ment or attempt to reform it.

Pour la fin d'une éducation. Wagner, Serge. v4(1971) no2:51-58. French.

Lack of participation of disadvantaged groups in adult education programmes shows that the school system acts as an instrument for domination by the middle class culture.

Programs in Japan for youth. Fujiwara, Hidewo. v4(1971) no2:37-44. English.

The author focuses on out-of-school education and its role in preparing young people for real participation in social life.

Rentrée des classes/Back to school. Trichaud, Lucien. v7(1974) no1:58-60. French; English.

Poem; extract from *D'amour et d'eaux*.

Research on out-of-school youth activities in Czechoslovakia. v4(1971) no2:45-50. English.

Presents a long-term research project whose main aim was to create conditions for the development of out-of-school special interest activities for young people.

Sovetskaya molodezh' i obrazovanie. Tyazhel'nikov, Evgenii. v4(1971) no2:32-36. Russian.

About the role of the Young Communist League in uniting 27 million 14 - 28 year-old people in social responsibility and political participation.

Swaneng Hill School. Van Rensburg, Patrick. v4(1971) no2:89-94. English.

Presents educational policies of Swaneng Hill School, its efforts to relate education to development, retrain adults, organize various forms of agricultural programmes.

Towards a pedagogy of oppressed youth. v4(1971) no2:80-84. English.

Presents Paulo Freire's views on the education of young people.

Youth and adult education. Akinsanya, T. S. A. v4(1971) no2:59-66. English.

Recognizes the important role of the younger generation in developing adult education, especially in such areas as literacy, health, cooperative education, and extramural classes.

Youth as class. Rowntree, John; Rowntree, Margaret. v4(1971) no2:66-73. English.

The authors analyze social forms by which younger generation identifies itself. Youth alienation, its culture and politics are also discussed.

AUTHOR INDEX

Abdelkader, Galy Kadir

Alphabétisation et développement économique et social: quels rapports? quel problèmes? v20(1987) no1:9-18. French. Literacy; Social Development.

The author proposes a qualitative analysis based on his study with those attending literacy centres in five villages. His interest was to find out the degree to which literacy does contribute to economic and social development and leads people to be more open to social change.

Abeje, Haile Yesus

New approaches for creating universal learning opportunities. v16(1983) no2:23-29. English. Planning/Policies.

The article focuses on the problem of children without educational opportunities and provides an example of new methods of learning which are explored in Bangladesh.

Adam, Félix

Definición de las condiciones de una política eficaz de la educación de los adultos en la América Latina. v2(1969) no3:84-91. Spanish. Planning/Policies.

The author outlines the plans to integrate adult education into the general planning of education and development as an essential factor for social and economic progress.

La alfabetización en las zonas rurales. v1(1968) no3:37-45. Spanish. Literacy Campaigns; Rural Development and Education.

A successful literacy programme demands reorganization of the economic structure in rural areas. Some

aspects of Latin America's economic structure are discussed.

Adiseshiah, Malcolm S.

Adult education and inequality. v13(1980) no4:24-34. English. Social/Political Action.

The author approaches the problem of poverty by analyzing the nature and causes of inequality and assessing the role of adult education for social justice.

Adult education and the urban poor. v13(1980) no3:7-13. English. Development Issues; Development Education.

This article concentrates on the urban poor in developing countries, indicates the causes and manifestations of urban poverty and, finally, defines tasks of adult education.

Community leadership role central to education of the elderly in India. v18(1985) no1/2:82-87. English. Older Adults.

This article begins with some extracts from a study that gives a general socio-economic and cultural context of the Indian situation. The second section includes conclusions and priorities for action.

Comparative studies in adult education. v3(1970) no3:4-8. English. Comparative Education/Studies. The author states that comparative studies are especially important for countries that went through political colonialism and now search for cultural identity.

Education and culture in the service of development.

v2(1969) no1:22-28. English. Development Education; Culture and Development.

Education and culture are two facets of development. Education is examined within the socio-cultural framework necessary for the infrastructure of development.

Literacy's functionality to the fight for social justice. v8(1975) no4:23-28. English. Literacy; Social/Political Action.

Social justice means that literacy must be harnessed to end the monopoly of the dominant classes and to organize the poor majority to fight for its share of and participation in power, economic progress and cultural expression.

My journey through adult education. v25(1992) no4:92-96. English. History of Adult Education; Development of Adult Education.

The first president of ICAE writes about his experience in adult education from the 1920s to the present.

The place of literacy in education. v6(1973) no1:9-14. English. Literacy.

Literacy is a principle that is important for both formal and nonformal education. The whole adult education movement is a significant part of the formal school system.

Aggor, Reuben A.

Young people carry out Ghana project to collect traditional wisdom of the elders. v18(1985) no1/2:50-57. English. Older Adults; Culture and Development.

This article describes a project, carried out by young people, to collect customs and folklore from elders of the Awudome traditional area of the Volta region of Ghana.

Aguilera, José Luis

Informe sobre el seminario internacional Educacion y Marginacion. v23(1990) no2:91-93. Spanish. International Education.

Reports on an international seminar in education and marginalization, held at Huete, Spain, in September 1989, and organized by the Escuelas para la Vida.

Akinpelu, Jones

Training of adult educators in Africa. v18(1985) no3/4:32-42. English. Adult Educators' Training.

Outlines the history of adult education on the African continent. Focuses on factors that influenced the proliferation and diversification of training of adult educators. Formulates important problems: the need for improvement in the quality of training and better representation of women.

Akinsanya, T. S. A.

Youth and adult education. v4(1971) no2:59-66. Eng-

lish. Young Adults.

Recognizes the important role of the younger generation in developing adult education, especially in such areas as literacy, health, cooperative education, and extramural classes.

Akwayena, Chris

Young people carry out Ghana project to collect traditional wisdom of the elders. v18(1985) no1/2:50-57. English. Older Adults; Culture and Development.

This article describes a project, carried out by young people, to collect customs and folklore from elders of the Awudome traditional area of the Volta region of Ghana.

Al Aglib, Ibrahim

Environmental education in the Arab countries. v25(1992) no2:75-76. English. Environmental Education; NGOs.

Outlines major objectives and priorities of environmental education in the Arab Region, including the role of the Arab League Educational Cultural and Scientific Organization (ALECSO).

Alm, Andy

Computer communications and environmental education. v25(1992) no2:55-62. English. Environmental Education; Media.

The author explores the role of computer networking in environmental education and presents some successful examples of existing networks.

Alvarez S., Vladimir

Possibilities and limits of voluntary services: a Latin American perspective. v4(1971) no2:15-21. English. Young Adults.

Voluntary service is an important educative and self-help means to involve young people in their community and society. The question remains whether voluntary service is to support the existing establishment or attempt to reform it.

Amaratunga, Carol Mallette

Field studies in Ghana and Sri Lanka: indigenous nonformal adult learning in two rural communities. v10(1977) no2:41-53. English. Rural Development and Education; Nonformal Education; Culture and Development.

Summarizes findings from the two case studies which aimed at the assessment of how modernization and western models affect traditional learning and conscious integration of the rural adults into the development process.

Amberg, H.

Financial structure of adult education in Europe. v3(1970) no1:64-68. English. Development of Adult Education; Planning/Policies.

The author presents financial arrangements in 15

countries according to different bases for government financing.

Ammar, Hamed M.

A development view of ASFEC. v1(1968) no1:52-54. English. Adult Educators' Training; Community Development.

The Arab States Training Centre for Education for Community Development (ASFEC) was fostered by UNESCO and established in 1952. The author describes how the training programme of the Centre shifted its emphasis from fundamental education to community development.

Anand, Anita

Re-thinking women and development: the case for feminism. v15(1982) no1:17-26. English. Women; Development Issues.

Describes mainstream development models and explains why women have been left out of the development process.

Andrilovic, Vlado

Adult education and programmed learning. v7(1974) no2:3-16. English. Learning/Pedagogy; Research/Evaluation.

A survey of developments in theory and practice of programmed learning in Yugoslavia serving expanding needs of adult education. The author asserts the need for consultative learning centres to facilitate independent learning.

Editorial conversations. v6(1973) no3/4:91-100. English. Learning/Pedagogy; Development of Adult Education.

A discussion of concepts of andragogy, workers' universities, methods of instruction, lifelong education and politics of education.

Antrobus, Peggy

Women in development: the issues for the Caribbean. v13(1980) no1/2:60-64. English. Women; Development Issues.

Issues such as the role and status of women are development and should be addressed within the wider framework of development planning. Comments on the failure to provide equal opportunities for women in the Caribbean and provides possible strategies for action.

Araujo, José Emilio G.

Adult education, community enterprises and rural development in Latin America. v11(1978) no2:15-22. English. Rural Development and Education; Community Development.

Analyzes the role of community enterprises in the context of experiences of the Inter-American Institute of Agricultural Sciences, founded to promote economic and social development in Latin American countries.

Adult education, food and development. v13(1980) no4:41-54. English. Development Issues; Development Education.

Explores the inter-relationship between adult education, food and development, and proposes some approaches to resolving the problem of underdevelopment in the Latin American countries and the Caribbean.

Arguello Saenz, Roberto

Popular adult education: the Nicaragua experience. v14(1981) no2:16-23. English. National Studies/Projects/Reports; Popular Education.

An overview of the development of Nicaragua's adult education programmes, including the National Literacy Crusade, basic and popular education programmes, training workshops.

Ariano, Carol Powell

The Bridging Program for Women: an innovative learning approach that works. v21(1988) no4:45-54. English. Women's Education.

Discusses the complex issue of educational opportunities for women. The author writes about the Bridging Program For Women and its role in improving access and participation of women in learning.

Ariyaratne, A.T.

"Are you happy?" I asked the farmer. v18(1985) no1/2:63-66. English. Culture and Development; Older Adults.

The following is from the chapter Sharing of labour in A. T. Ariyaratne's Collected Works vol. 1, published in 1979 and describing village life and tradition in Sri Lanka.

Armstrong, Gregory

Implementing an educational philosophy: 'Khit-pen' in Thailand. v12(1979) no4:17-28. English. Learning/Pedagogy; National Studies/Projects/Reports.

'Khit-pen' (to think - to be) is the guiding principle behind the wide-ranging reform of the structure and philosophy of adult education in Thailand. The article examines the problems of its implementation.

Armstrong, Paul

A dialogue on the curious history and dubious future of transformative research. v24(1991) no3:42-49. English. Transformative Research.

In this dialogue, the authors express their concerns and beliefs on the nature, development and directions of transformative research.

Attygalle, Richard

We cannot jump over our own shadows - some thoughts on education and development. v4(1971) no1:64-69. English. Social/Political Action; Social Development.

National independence does not necessarily ensure

an individual independence. Therefore development depends on whether or not the dynamic process of pressures from people to the government takes place.

Atucha, Luis Maria Aller

A participatory methodology for integrating literacy and health education in Honduras. v15(1982) no2:70-81. English. Literacy; Health Education. Describes the Integrated Rural Project in Education whose primary objective is to develop a communications methodology for use in a programme that combines literacy, health education and family planning and that aims at improving living conditions.

Aubel, Judi

"My God, she has so many tasks": listening to peasant women. v19(1986) no2:18-28. English. Women; Rural Development and Education. This article is based on a needs assessment done with rural women in one province of Burundi, East Africa. The study aimed at collecting quantitative data on women's agricultural, domestic, health and nutrition related activities.

Bááth, John A.

Improving correspondence instruction by means of electronics. v5(1972) no2:64-75. English. Distance Education - Research/Evaluation. Describes a new computer-assisted home study project in which the use of an optical scanner and automatic typewriter for correction and feedback is evaluated.

Bakumba, Nteba

The experience of the Elimu Association of Zaïre. v24(1991) no1/2:25-31. English. Literacy; NGOs. The main goal of the Elimu Association is to promote literacy, develop critical consciousness of the illiterate so that they become aware of their socio-economic context, and to enable them to organize themselves in order to change it.

Bakwa, Mwelanzambi

La Cinquième Conférence de l'Association Africaine pour l'Éducation des Adultes. v9(1976) no2:76-78. French. Development of Adult Education; NGOs. The relationship between formal and nonformal education was the theme of the Fifth Annual Conference of the African Adult Education Association held in Kinshasa, Zaïre.

Balov, Nikolai

Obrazovanie vzroslykh v SSSR. v1(1968) no3:25-30. Russian. National Studies/Projects/Reports; Workers' Education. Following elimination of illiteracy, emphasis was placed on secondary education for adults. The most widespread form of adult education for workers today is the secondary evening school.

Bangoura, Mohamed Lamine

L'alphabétisation fonctionnelle au Centre de Formation Féminine. v23(1990) no2:11-14. French. Functional Literacy; Literacy and Women. The author, who made an important contribution to functional literacy for women, presents a literacy and training project in Cameroon, for which he was awarded the J.Roby Kidd Award for 1988.

Bappa, Salihu

Maska Project in Nigeria: popular theatre for adult education, community action and social change. v14(1981) no2:24-35. English. Popular Culture. Presents the Maska Project, a part of a drama workshop held in Nigeria. The workshop was a combination of intensive, practical work in improvisation of plays for popular performances and lectures on basic techniques of drama improvisation.

Barbier, Charles H.

Éducation et développement économique: le point de vue coopératif. v2(1969) no1:33-36. French. Cooperative Education. The author discusses the concept of cooperative education from the historical perspective and argues that whatever form cooperative education may take, it has an immediate impact on the enterprise's efficiency.

Barbieri Masini, Eleonora

Experience of education towards the future. v8(1975) no3:77-86. English. Higher Education; Lifelong Education. Educating people towards the future is in itself lifelong education as the author shows in describing her experiences with the first post-graduate course in future studies started in 1974.

Barclay, A.H.

Rural markets in Western Kenya: the use of indigenous economic institutions for an experimental revolving loan scheme. v10(1977) no2:54-62. English. Rural Development and Education; Community Development. Discusses an innovative attempt to utilize traditional economic institutions in the development of small-scale rural enterprises in East Africa. The experiment involved the establishment of revolving loan funds in selected market centres in Western Kenya.

Barndt, Deborah

Revisiting the boats and the canoes: popular education around the 500 Years. v25(1992) no1:50-60. English. Indigenous People; Popular Education. Describes a workshop series Recovering Stories of 500 Years of Resistance, organized by Native and non-Native community activists, held in Toronto beginning in October 1991.

Barrow, Nita

Knowledge belongs to everyone: the challenge for adult education and primary health care. v14(1981) no2:45-52. English. Health Education.

Underlines the importance of new approaches to health care that call for the participation of people in their mutual learning for self-reliance and for community level action.

Listening to the voices of the marginalized: International Literacy Year. v23(1990) no1:9-13. English. Literacy; Empowerment.

Convergence editor interviews Dame Nita Barrow, ICAE President, who makes a strong statement on International Literacy Year and marginalized people as she leaves her post as the President of ICAE.

Social action and development: a liberating power. v16(1983) no1:46-50. English. Social/Political Action.

This article examines the development process considering the role of social action and the application of "authentic development" principles.

The coming of age of adult education: an interview with Dame Nita Barrow. v25(1992) no4:48-56. English. History of Adult Education; Development of Adult Education.

Former president of ICAE gives a personal account of the evolution of adult education since her participation in it.

The role of NGOs in primary health care. v15(1982) no2:92-93. English. Health Education; NGOs.

Excerpts of a Forum on the role of non-governmental organizations in primary health care, organized by the International Council of Voluntary Agencies.

We are different women: stronger, bolder, surer. v19(1986) no2:7. English. Women.

From a statement of the President of ICAE at the opening of the Non-Governmental Forum '85 held during the Women's Decade Conference in Nairobi.

Women in the front line of health care. v15(1982) no2:82-84. English. Health Education.

A part of Nita Barrow's paper Women in Health, prepared for the Sixth Commonwealth Health Ministers Meeting in Tanzania in 1980.

Batdorf, Luke L.

The making of a responsible person. v7(1974) no3:14-17. English. National Studies/Projects/Reports; Culture and Development.

To both authors, China appears to be a learning society providing opportunity for its people to learn in practical ways and in diverse settings.

Battersby, David

Education in later life: what does it mean? v18(1985)

no1/2:75-81. English. Older Adults.

The author affirms the importance of understanding old age as a sociological phenomenon, elaborates briefly on the position of the elderly in society, and suggests a more rigorous clarification of the concept of education, as it might apply to older adults.

Bawubya, Maria

Vocational education processes of Yoruba women in West Africa. v21(1988) no4:18-26. English. Vocational Education; Women's Education.

This paper deals with the Yoruba Society in West Africa, describes traditional vocational education practices and suggests that the vocational training methodology could be applied in contemporary Africa to provide answers to current economic problems.

Bax, Bill

Congress on Future Developments in Continuing Education for Adults in a Changing Europe, and EBAC General Assembly, Switzerland, September 1991. v24(1991) no4:91-93. English. Lifelong Education; NGOs.

The European Bureau for Adult Education organized a conference and its 1991 General Assembly in St. Gallen, Switzerland.

Bean, Will

Reflections on a consultation on the development of tribals in Asia. v25(1992) no1:5-17. English. Indigenous People.

An account of a six-day consultation whose goal was to examine the contemporary development issues facing Indigenous peoples, organized by the Coady International Institute in Antigonish, Nova Scotia, Canada, in October 1989.

Beauchesne, Jean-Marc

Récréologie: l'étude de l'homme et du loisir. v2(1969) no4:42-47. French. Nonformal Education.

The author indicates that in a post-industrial society personal values cannot be defined or measured by a kind of job-related activities but by the quality of a person's whole life. This creates a new challenge for educators.

Beaugrand-Champagne, Guy

Programme de formation d'agents de développement communautaire. v1(1968) no1:60-64. French. Adult Educators' Training; Community Development.

The concept of the animateur in achieving social change has been developed in France, Senegal and Canada. The author explains the training of animateurs in Canada with particular reference to Québec.

Beder, Hal

Mapping the terrain. v24(1991) no3:3-8. English. Transformative Research.

Introduces this special issue of Convergence on

transformative research, provides basic definitions and highlights issues to be discussed.

Belamide, Eileen

Literacy practice in the Philippines. v20(1987) no3/4:110-112. English; French. Literacy.

An overview of literacy work in the Philippines, including government practices and initiatives of non-governmental organizations.

Bélanger, Paul

Recherche en éducation des adultes à Québec. v7(1974) no2:39-46. French. Research/Evaluation.

The majority of research between 1960 and 1969 was short-term studies focusing on an inventory of needs and analysis of pedagogical procedures. The author concludes that studies are high in methodology but low in scientific theory.

Belbase, Lekh Nath

The training of facilitators in Nepal. v18(1985) no3/4:119-122. English. Functional Literacy; Adult Educators' Training.

Reports on the Integrated Nonformal Education Programme, which provides training to locally recruited literate or neo-literate adults who are to act as facilitators of functional literacy programmes.

Benavides, Marta

Lessons from 500 years of a "new world order" - Towards the 21st century: education for quality of life. v25(1992) no2:37-45. English. Environmental Education; Social Development.

This article explores the concept of sustainable societies, based on social justice and equity, economic viability, sound environment, popular participation and peace.

Beresford, Peter

Listening to the voice of the consumer: a new model for social services research. v23(1990) no4:62-70. English. Participatory Research.

This paper addresses the issue of greater user involvement in social services and its significant implications for research. These implications are considered by reference to a small-scale research project concerned with older people using social services.

Berka, Miroslav

Professional education of workers by correspondence teaching. v5(1972) no3:58-69. English. Workers' Education; Distance Education; Training.

Unesco's project applies the methods of correspondence teaching to newly literate and semi-literate workers to raise them to a level which allows them to begin technical training.

Bernard, Anne K.

Implementing an educational philosophy: 'Khit-pen' in Thailand. v12(1979) no4:17-28. English. Learn-

ing/Pedagogy; National Studies/Projects/Reports. 'Khit-pen' (to think - to be) is the guiding principle behind the wide-ranging reform of the structure and philosophy of adult education in Thailand. The article examines the problems of its implementation.

Women hold up more than half the sky: report of the ICAE Women's Project. v14(1981) no4:59-71. English. Women's Education; Women.

The project was developed as the first and baseline stage of a process to find out more about the quality and extent of the participation of women in adult and nonformal education.

Bernardino, Felicitia G.

Adult education and the urban poor. v13(1980) no3:14-26. English. Development Issues; Development Education.

The author analyzes the policy guidelines in the Philippines pertaining to the urban/rural poor, the situation of the urban poor in this country, and programmes, projects and future actions which are available through adult education.

Rural School-on-the-Air for the Philippines. v11(1978) no1:79-80. English. Rural Development and Education; Media.

Describes a governmental programme whose purpose is to bring information on farming, agrarian reform, nutrition, family and health services to rural areas by the use of radio.

Besta

Learning to work diagonally: a self-reliant scavenger community in Indonesia. v22(1989) no4:39-44. English. Environmental Education; Community Development.

This photo essay attempts to present a ten-year consultative process between a variety of institutions and a small community of scavengers, and shows how this action led to the social learning of all participants.

Bezdanov, Stevan

The effects of technological progress on materials production workers in Yugoslavia. v2(1969) no1:66-72. English. Vocational Education; Workers' Education. The relationship between productive work and vocational education is analyzed within the context of technological development.

Bhasin, Kamla

Alternative and sustainable development. v25(1992) no2:26-36. English. Environmental Education; Development Issues.

The author outlines the main problems of mainstream development and presents her ideas about alternative, sustainable development.

Educating each other on women's development: re-

port on a workshop on women and development in Pakistan. v21(1988) no4:35-44. English. Women's Education; Social Development.

A report on a workshop on women and development in Pakistan. A group of 35 women gathered to analyze social factors which lead to the subordination of women and to plan a strategy for reversing the negative effects of these factors.

Exchange visits: an effective way to learning. v15(1982) no1:38-44. English. Rural Development and Education.

An example of the cooperation between two peasant organizations which want to become stronger as groups and liberate themselves from poverty by meeting other groups, exchanging learning methods, organizational skills and strategies.

Participatory development demands participatory training. v24(1991) no4:5-15. English. Training; Participatory Research; Development Issues.

A critical assessment of past trends in development: materialism, paternalism and patriarchy. The author argues that human resource development has become more crucial than economic and technical development.

The why and how of literacy for women: some thoughts in the Indian context. v17(1984) no4:37-43. English. Literacy and Women.

As a contribution to the 'Dialogue for Literacy', the author focuses on the questions of why and how to organize a nation-wide movement to eradicate illiteracy among women.

Bhola, Harbans S.

Why literacy can't wait: issues for the 1980s. v14(1981) no1:6-23. English. Literacy.

Discusses the issue of literacy for development in the context of policy-making by assessing the effects of literacy on individuals, family, community and society.

Without literacy, development limps on one leg. v17(1984) no3:58-60. English. Literacy.

Discusses the importance of planning appropriate literacy projects and programmes.

Bird, Edris

Adult education and the advancement of women in the West Indies. v8(1975) no1:57-67. English. Women's Education.

The article describes the negative effects of the slave and colonial past on the evolution of adult education and focuses on the new trends in education of women.

Bishop, Anne

Cartoons and soap operas: popular education in a Nova Scotia fish plant. v21(1988) no4:27-34. English.

Popular Education; Women's Education.

The author provides an example of an effective popular approach to women's education; cartoons and soap operas were used to educate women fish plant workers on union issues, violence in the home and health issues in Nova Scotia.

Blackburn, Robert

United World Colleges: an experiment in international education. v10(1977) no4:80-82. English. International Education.

Reports on an effort to establish a chain of international schools throughout the world and describes their aims.

Blake, Myrna

Education - research - mobilization needs of women's employment trends in Asia. v13(1980) no1/2:65-78. English. Women; Women's Education.

Indicates paradoxical elements in the employment situation for women in the rapidly changing electronics industry in Asian countries. From this, some implications are made for those concerned with education as a process by which women might be effectively helped.

Blokland, Kees

Peasant organization in El Rama, Nicaragua. v21(1988) no2/3:109-122. English. Participatory Research; Rural Development and Education.

The authors attempt to explain main socio-economic characteristics of the rural area of El Rama, Nicaragua, describe the development of guidelines for organizations and programmes and identify the challenges of their implementation.

Blondin, Michel

L'animation sociale. v2(1969) no3:29-39. French. Community Development; Community Education.

The author describes development of social animation through small organized groups, participation, techniques of the animateur, development of programmes and their impact on the wider community.

Blunt, Adrian

Education, learning and development: evolving concepts. v21(1988) no1:37-54. English. Development Education; Nonformal Education.

This paper discusses some of the major conceptual shifts that have occurred in the field of education in development, differentiates between education and learning, describes the emergence of nonformal and lifelong education and traces shifts in concepts of development and learning.

Boanas, Katie

Peace education for adults in Aotearoa. v22(1989) no1:37-46. English. Peace Education.

The author explains how peace issues have been integrated into the educational curriculum and de-

scribes peace studies courses for the adult community.

Bogdanov, Aleksei

Technikumy v SSSR. v4(1971) no3:29-33. Russian. Vocational Education.

Describes the system of technicums - institutions that train specialists for industry and agriculture.

Bohenn, Ella

The practice of literacy in the Netherlands: developing methods and materials in cooperation with tutors. v20(1987) no3/4:27-30. English; French. Literacy.

This paper examines the practice of literacy in the Netherlands, focusing on two examples of theme projects: the language experience approach and the development of reading materials.

Bonanni, C.

Autodafé of an adult literacy worker. v4(1971) no1:21-29. English. Literacy Programmes.

Many literacy programmes in the Third World come under criticism because they teach concepts that are outside the illiterate's experience and underestimate the adult's maturity, creativity and richness of their lives.

Boonyawit, Somsak

Southern Thailand experimental project shows how village participation can work. v19(1986) no3:37-45. English. Rural Development and Education.

The article describes a three year action research programme called the Southern Thailand Experimental Project (STEP) organized by the Nonformal Education Department of Thailand's Ministry of Education.

Borák, Miroslav

Group solution of examples - application to a "Unitutor" programme. v7(1974) no2:27-33. English. Learning/Pedagogy.

The authors present an example of the possibilities of sophisticated educational technology in the field of programmed learning.

Boráková, Helena

Group solution of examples - application to a "Unitutor" programme. v7(1974) no2:27-33. English. Learning/Pedagogy.

The authors present an example of the possibilities of sophisticated educational technology in the field of programmed learning.

Bordia, Anil

Anil Bordia replies for Literacy Committee. v17(1984) no3:61-62. English. Literacy; NGOs.

The ICAE Literacy Committee sees the primary role of the Council as advocacy, and secondary is information and research.

India's new challenge: the National Adult Education Programme. v11(1978) no3/4:27-35. English. Literacy Campaigns; National Studies/Projects/Reports.

An overview of the aims, scope, and administrative and implementation structure of the National Adult Education Programme (NAEP).

Not by will alone: notes on literacy in India. v2(1969) no1:48-54. English. Literacy; Functional Literacy.

The author underlines factors that limit social and economic change and seeks to examine how people can be motivated towards functional literacy programmes.

Organization of adult education for rural societies. v17(1984) no3:23-30. English. Planning/Policies.

In relation to the rural societies, this paper looks at aspects of adult education policy and planning, organization and management, and raises some points for further discussion.

Boshier, Roger

A conceptual framework for analyzing the training of trainers and adult educators. v18(1985) no3/4:3-22. English. Adult Educators' Training.

The author provides a thorough analysis of a conceptual framework that classifies adult educators according to the roles they occupy, functions they perform and solutions they seek. Focuses on the question of primacy of role, training content and process.

A European perspective on the Unesco 1985 World Conference on Adult Education. v16(1983) no4:39-48. English. Planning/Policies.

Reports on the work at the European Conference on Motivation for Adult Education, one of Unesco's preparatory regional consultations for its Fourth International Conference on Adult Education.

Training of adult educators in Oceania. v18(1985) no3/4:109-115. English. Adult Educators' Training.

Although this overview provides some information on Oceania, its real focus is on training of adult educators in Australia. Identifies six major streams: agricultural extension, university extension, teachers' training colleges, technical education, commercial and industrial training, and voluntary organizations.

Training of trainers and adult educators: editorial introduction to special report. v18(1985) no3/4:1-2. English. Adult Educators' Training.

An editorial to a special issue on the training of adult educators.

Boucoulas, Marcie

Adult education in modern Greece. v15(1982) no3:28-36. English. National Studies/Projects/Reports.

Describes an exploratory study designed to prepare a systematic overview of the meaning and evolution

of adult education, its function and operational nature, including formal, nonformal, public and private endeavours.

Boulding, Elise

Integration into what? Reflections on development planning for women. v13(1980) no1/2:50-59. English. Women; Social Development.

Argues that the goal of "integration of women into development" has very often meant their marginalization. The negative impact of technology on women's autonomy can be reversed by the application of alternative strategies.

Bowers, John

Functional adult education for rural people: communication, action research and feedback. v10(1977) no3:34-43. English. Rural Development and Education; Media.

This paper is concerned with some of the problems of providing functional adult education for rural people, especially for the poor and illiterate sections of the population. Suggestions for improving the quality of communication in rural areas are provided.

The search for a terminology of adult education and for better statistics: exploration in a semantic jungle. v5(1972) no4:44-49. English. Research/Evaluation; Development of Adult Education.

Examines the role of the International Standard Classification of Education (ISCED) system for educational statistics and advocates the use of more clear and acceptable terminology.

Bown, Lalage

Adult education and community development: the Nigerian traditional setting. v10(1977) no4:53-62. English. Community Development; Culture and Development.

Explains how traditional institutions, values and ways of life provide useful ideas for community development.

Ahmad Baba Al-Tinbukti. v5(1972) no4:69-75. English. Adult Educators.

An example of an African educator who worked within the Islamic tradition in 16th century Sudan.

Report of the Rapporteur-General. v9(1976) no4:42-44. English. Development Education; Planning/Policies.

Highlights main topics discussed at the International Conference on Adult Education and Development held in June 1976.

Training of adult education workers in Africa. v1(1968) no1:8-12. English. Adult Educators' Training; Training.

The author states that a two-pronged approach: training of full-time professional educators and adult education

training of persons in other fields is needed. A common set of principles for both groups is formulated.

Brahm, Luis Alberto

Necesidad de un nuevo ethos cultural in Latinoamérica. v2(1969) no1:73-76. Spanish. Development Education; Culture and Development.

The author outlines requirements for self-sufficiency as the goal of development, and illustrates how the present cultural ethos in Latin America interferes with the demands of development and modernization.

Brant Castellano, Marlene

Collective wisdom: participatory research and Canada's native people. v19(1986) no3:50-60. English; French; Spanish. Participatory Research; Indigenous People.

The author examines the process and benefits of participatory research. Provides an example of the efforts of Canada's indigenous people to solve the thorny issue of family and child welfare.

Brattset, Hallgjerd

Training of adult educators in the Nordic countries. v18(1985) no3/4:67-75. English. Adult Educators' Training.

This paper presents cultural, organizational, political and social similarities among the Scandinavian countries in the field of adult education.

Bray, Mark

Obstacles to nonformal education development: the case of Papua New Guinea. v17(1984) no2:43-50. English. Nonformal Education; National Studies/Projects/Reports.

As an example of the difficulties facing nonformal education and its development, this article reviews government and church activities in Papua New Guinea, highlights several projects, indicates the obstacles to nonformal education development and suggests some solutions.

Brennan, Barrie

Older adult activities in Australia. v18(1985) no1/2:122-124. English. Older Adults.

The author writes about three initiatives: Schools for Seniors, the New South Wales Office of Aged Services and the Then-and-Now school project which brings children and older people together.

Bron, Michal

People engaged in adult education research in Poland. v9(1976) no1:43-44. English. Research/Evaluation.

Lists main research centres, names of prominent scientists and their areas of particular interest.

Bron-Wojciechowska, Agnieszka

Folk high schools in Poland. v10(1977) no3:49-54. English. Residential Education.

Describes goals of the Polish folk high schools, their curricula, responsiveness to community needs, students and teachers, organization and financing.

Browne, Mike

Literacy in the Caribbean. v24(1991) no1/2:60-64. English. Literacy; NGOs.

A concise description of adult literacy activities in the region primarily focused on the collaboration between NGOs and government agencies.

Bruchhaus, Eva-Maria

"One billion reasons to continue our efforts". v17(1984) no3:46-51. English. Literacy.

The author's impressions and thoughts on literacy, particularly in the context of development.

Buchanan, Derek J.

Professional attitudes to continuing education in England. v3(1970) no4:51-55. English. Professional Education; Lifelong Education.

Two dozen institutions representing major professions have been studied in order to determine professional attitudes toward continuing education.

Budweg, Peter

Literacy through literature: a reading club with imprisoned youth and young adults. v24(1991) no4:63-71. English. Prison Education; Literacy Programmes; Young Adults.

Describes the establishment of a reading club. The target group consists of persons with long-term sentences who have had little or no relation at all to writing or a writing culture.

Buitron, Anibal

Adult education and the Second Development Decade. v4(1971) no1:35-40. English. Development Education.

The author points out some of the economic, social, cultural, and political difficulties that slow the process of development of education in developing countries.

Bukuru Gege, Katana

The experience of the Elimu Association of Zaïre. v24(1991) no1/2:25-31. English. Literacy; NGOs.

The main goal of the Elimu Association is to promote literacy, develop critical consciousness of the illiterate so that they become aware of their socio-economic context, and to enable them to organize themselves in order to change it.

Burke, Richard C.

Getting the mixture right: nonformal education through community radio in the Bolivian Altiplano. v20(1987) no2:69-81. English. Media; Nonformal Education; Community Education.

This article presents ECORA - Educación Comunitaria Radial (Community Education through Radio) and its nonformal education programme,

including its objectives, methodology, implementation techniques and brief evaluation.

Burns, Robin

Education for peace: the Australian experience. v22(1989) no1:61-74. English. Peace Education.

This article describes Australian peace movement's strategies applied after World War II to lobby for international disarmament with an emphasis on nonformal and formal education activities in the late 1970s and 1980s.

Buttedahl, Knut

Participation: the transformation of society and the Peruvian experience. v9(1976) no3:16-26. English. Social Development; Development of Adult Education.

Explores the relevance of participation in the process of social change and identifies the relationship between participation and adult education through the description of the Peruvian educational reform.

Buttedahl, Paz

Participation: the transformation of society and the Peruvian experience. v9(1976) no3:16-26. English. Social Development; Development of Adult Education.

Explores the relevance of participation in the process of social change and identifies the relationship between participation and adult education through the description of the Peruvian educational reform.

The training of adult and popular educators in Latin America. v18(1985) no3/4:94-102. English. Adult Educators' Training.

An overview of conceptual developments and organization of adult and popular education at the governmental, intergovernmental and regional level. In this context, some issues concerning professional development of adult educators are discussed.

Byram, Martin

A Botswana case study: popular theatre and development. v10(1977) no2:20-31. English. Popular Culture; Popular Education.

A case study of the experimental project combining popular theatre, rural development and extension work. The Community Awakening festival aims to promote participation and self-reliance in development and to motivate people to solve community problems.

A hands-on approach to popularizing radio learning group campaigns. v16(1983) no4:14-23. English. Media.

This article describes an attempt to popularize and promote the adoption of the Radio Learning Group Campaign, an approach to mass education used in Tanzania and Botswana.

Cadena, Félix

Popular adult education and peasant movements for social change. v17(1984) no3:31-36. English. Popular Education; Social/Political Action.

Popular adult education, based on popular participation and its role in social change movement in rural societies, is discussed in the context of Latin American countries.

Transformar conociendo, conocer transformando: el papel de la sistematización/Transformation through knowledge - knowledge through transformation. v24(1991) no3:50-70. Spanish; English. Transformative Research.

This article attempts to define systematization as a form of transformative research, to explain how systematization contributes to popular education, to present a methodological strategy and to identify the principal challenges of the process.

Cain, Bonnie J.

Community participation in the development of environmental health education materials. v14(1981) no2:36-44. English. Health Education; Environmental Education.

Describes the Troy Project's photo-novel as a particular example of involving the participants of an environmental health education project in the overall production of health education materials.

Cairns, John C.

Adult functional illiteracy in Canada. v10(1977) no1:43-52. English. Functional Literacy; Basic Education.

Explains why educational needs of the majority of inadequately educated Canadian adults cannot be met by existing adult basic education and literacy programmes.

MOBRAL - the Brazilian literacy movement: a first-hand appraisal. v8(1975) no2:12-23. English. Literacy Campaigns.

The Brazilian Literacy Movement has evoked both praise and criticism. The article is an appraisal prepared after first-hand observation in Brazil.

The 1960s - A decisive decade for literacy. v3(1970) no2:11-18. English. Literacy; Literacy Programmes. The author reviews initiatives and projects that have been undertaken since the 1960 World Conference on Adult Education held in Montreal and discusses the pilot projects of the Experimental World Literacy Programme and supportive activities.

Callaway, Helen

A conversation with Thomas Hodgkin: the scholar as revolutionary. v11(1978) no1:18-27. English. Social/Political Action.

Hodgkin reflects on his work as a politically committed historian, adult educator and activist. An inter-

view includes his comments on participation of learners, rethinking of African history and impact of colonial experience.

Women's perspectives: research as re-vision. v14(1981) no4:34-43. English. Women - Research/Evaluation.

The article traces the development of research on women by women in an attempt to show the values and projects, and new approaches toward methodology, theory construction and modes of expression.

Campbell, Gordon

Canadian community colleges: progress and problems. v4(1971) no3:78-85. English. Higher Education; Planning/Policies.

An overview of the provincial system of community college education, its administrative patterns, financing, and student body.

Campos Carr, Irene

The politics of literacy in Latin America. v23(1990) no2:50-68. English. Literacy; Popular Education.

This paper examines the political and socio-economic circumstances that have allowed large masses of people to remain without schooling, and discusses the changes in the politics of economy that have led to the planning and implementation of recent literacy projects in the region.

Carlson, Robert A.

History's part in the comparative study of adult education. v3(1970) no3:39-42. English. Comparative Education/Studies; History of Adult Education. The comparative history of adult education is concerned with looking at differences and similarities in two or more areas (e.g. national level, institution, separate problem).

Carnoy, Martin

Learning to Be: consensus and contradictions. v7(1974) no3:53-60. English. Planning/Policies; Social/Political Action.

Reviewing the Unesco report, the author argues that it ignores actual conflicts in and between societies which are concerned too much with science and technology rather than political consciousness and action.

Cassara, Beverly B.

The Lifelong Learning Act: an assessment. v12(1979) no1/2:55-63. English. Lifelong Education; Planning/Policies.

To assess the accomplishments of the Act, the author surveyed the opinions of eight prominent educators across the U.S. She concludes that although no one feels that this document was a great success, some feel that it was a worthy effort in the eventual foundation of a better system in the future.

Cassidy, Frank

The Canadian Association for Adult Education and the development of public policy. v19(1986) no3:25-36. English. NGOs.

This article discusses the significance of the Declaration on Citizenship and Adult Learning, issued by CAAE, and describes the organization's objectives, programmes and conferences.

Cassirer, Henry R.

Adult education in the era of modern technology. v3(1970) no2:37-44. English. Media; Literacy and Women.

The basis of education is communication and acknowledgement that learning does not take place only within institutions. Experimental TV programmes for illiterate women in Senegal are described.

Mass media of communication and the development of human resources. v1(1968) no2:9-17. English. Media.

The importance of mass media is discussed in relation to the issue of application of mass media techniques to adult education.

Caunter, Jan

Adult literacy in New Zealand: issues in policy, practice and biculturalism. v23(1990) no4:49-61. English. Literacy; NGOs.

A case study of the Adult Reading and Learning Federation, an adult literacy organization, established to support the literacy schemes and to give them national dimensions.

Cebotarev, Eleonora A.

A non-oppressive framework for adult education programs for rural women in Latin America. v13(1980) no1/2:34-49. English. Women's Education; Rural Development and Education.

Proposes that adult education programmes, which are part of rural development efforts, should be assessed in their relation to social change. Examines to what extent participation in the programme facilitates the creation of new roles and what kind of orientation this programme provides.

Cervero, Ronald M.

Progress for lifelong education with perestroika. v21(1988) no2/3:140-142. English. Lifelong Education; NGOs.

Reports on a conference, held in Moscow, whose focus was to consider specific ways of organizing the system of continuing education in the USSR and the role that NGOs should have in this system.

Chahuare, Cesar

Training Aymara veterinary technicians in the southern Peruvian Andes. v23(1990) no4:14-22. English. Rural Development and Education; Training.

Describes the development of a participatory veterinary training programme for farmers at the Instituto de Educación Rural whose goal was to train health promoters and small farmers.

Chainho Pereira, L.

Adult education and community development: experiences from programs in northern Portugal. v17(1984) no4:17-26. English. Community Development.

This article describes two research projects based on the potential for adult education and community development that exist in Portugal's long tradition of popular associations.

Chakravarty, Amiya

Rabindranath Tagore: world citizen and advocate of lifelong learning. v1(1968) no2:78-82. English. Adult Educators.

The author explains how Tagore's spiritual philosophy relates to lifelong education. The significance of the Santiniketan School, founded in 1907, is also discussed.

Chan, Stephen

Africa and International Youth Year: orthodoxies and refutations. v16(1983) no3:39-46. English. Young Adults.

An analysis of the future prospects of young people in less developed countries. Outlines twelve areas which cannot be ignored in 1985, which is designated by the United Nations as International Youth Year.

Chandler, Dale

The leap to literacy. v19(1986) no1:48-52. English. Literacy; Culture and Development.

The authors deal with the implications and consequences of acquiring literacy by people living in oral culture societies.

Charters, Alexander N.

Impressions of adult education 1968-1992. v25(1992) no4:83-91. English. History of Adult Education; Development of Adult Education.

Outlines the author's view of an evolution of adult education further into the mainstream of education and lifelong learning world-wide over the last 25 years.

Chaton, Jeanne H.

L'éducation des jeunes filles et des femmes en France. v2(1969) no2:18-25. English. Women's Education.

The author argues that since women comprise one third of the labour force and are active in all branches of economy, a change of goals and methods of universal and continuing education is necessary to reflect these changes.

Chaudhary, Anil K.

Environmentally sound alternatives: setting the con-

text. v22(1989) no4:73-77. English. Environmental Education; Development Issues.

Discusses some factors that contributed to the state of our threatened environment: colonialism, consumerism, industrialization. Argues that developing countries have abandoned the tendencies of their colonial masters and developed their own strategies of development that would not destroy our world.

Chenevier, J.

La révolution de l'éducation permanente. v3(1970) no4:56-59. French. Lifelong Education.

Discussing the concept of lifelong education the author formulates four principal conclusions concerning teaching, instruction for youth, broad general education, and duration of schooling.

Cheng-Kool, Loh

Women workers' education in Asia: designing their own program. v22(1989) no2/3:12-19. English. Women's Education; Workers' Education.

The author writes about the women workers' movement, its diversity and the task of defining its own identity, needs and perspectives.

Chidas, A.

Dix ans d'éducation des adultes en République Populaire du Congo. v11(1978) no2:51-56. French. National Studies/Projects/Reports; Planning/Politics.

A summary of two reports on literacy and adult education in Congo. The reports emphasize the need for coordination of work and recommend the creation of an inter-ministerial committee to develop a long-term plan for the integration of funding and programmes.

Chistyakov, N. I.

Evolutsiya sputnikov zemli i orbit. v1(1968) no2:69-73. Russian. Technological Advancement.

The author, a scientist and educator, illustrates the importance of satellites which enable people to talk and work together.

Chowdhury, Moslehuddin A.

Bangladesh association develops rural skills-training community schools. v17(1984) no2:65-67. English. Community Education; NGOs.

Bangladesh Association for Community Education set up five schools in order to mobilize community support and resources for community education and skills training.

Chu, Paul B.J.

Non-editorial conversation. v7(1974) no1:82-88. English. Workers' Education.

Conversation focuses on the early days of ILO educational work and on major changes and problems confronting workers' education.

Social participation in economic development: the role of labour education and the mass media. v2(1969) no1:29-32. English. Media; Workers' Education.

Radio and television can be used on a large scale to involve many workers in action for economic development and social progress.

Cisse, Ben Mady

L'animation rurale au Sénégal. v1(1968) no3:52-57. French. Rural Development and Education; Training.

The author describes a rural community development programme set up to train animateurs elected by their own communities.

Clark, Michael

Meeting the needs of the adult learner: using nonformal education for social action. v11(1978) no3/4:44-53. English. Nonformal Education; Social/Political Action.

This article describes how the Highlander Center in the Appalachian region of the U.S., through its use of nonformal education and support of grassroots movements and racial and cultural minorities, applies the principle of social and political action.

Clark, Noreen M.

Adult education and primary health care. v13(1980) no3:46-52. English. Health Education.

Describes several ways in which adult education can be used to improve primary health care, including an example of a programme from Kenya focusing on family and community health.

Adult education and primary health care. v13(1980) no4:62-70. English. Health Education.

Argues that if primary health care is to be efficient, society should focus on prevention and health promotion which can be achieved by adult education and community involvement.

Clarke, Ronald, F.

Part-time study programme for rural development personnel. v7(1974) no1:10-22. English. Rural Development and Education; Training.

The author describes planning and organization of a study programme regarding intermediate level personnel in rural development.

Cochran, Judith

Western higher education and identity conflict: the Egyptian female professional. v25(1992) no3:66-78. English. Women's Education; Higher Education; Women.

The Egyptian female professional appears to have strong economic and social encouragement to pursue a career. The author examines why Egyptian professional women are underemployed, employed part-time or not at all in the field for which they were trained.

Cohen, Audrey C.

A College for Human Services. v2(1969) no2:49-55. English. Women's Education. The authors describe the two-year college programme and teaching methods, and show the pattern of carriers of women graduates.

Cohen, Yehezkel

Some critical reflections on participatory research. v15(1982) no3:77-80. English. Participatory Research. Reflections on the assumptions, objectives and nature of participatory research as defined and described in several articles in the issue of Convergence (v14, no3) devoted to this subject.

Cohen-Rosenthal, Edward

Participation as pedagogy: quality of working life and adult education. v15(1982) no1:5-16. English. Workers' Education.

An overview of developments leading to the improvement of the quality of working life. Particular attention is given to the concept itself, worker participation, strategies used and the role of training.

Colclough, Christopher

Basic education - Samson or Delilah? v9(1976) no2:48-63. English. Basic Education. Discusses difficulties of undertaking fundamental reforms within the primary school system in the Third World countries. Indicates the links between the formal sector labour market and the education system and describes experiments with dual education systems.

Colle, Royal D.

Guatemala project: the traditional laundering place as a non-formal health education setting. v10(1977) no2:32-40. English. Health Education. Describes an information project (use of recorded short messages about health at the traditional laundering place) as measurement of the usefulness of communication link between resources and users.

Colletta, Nat J.

Folk culture and development: cultural genocide or cultural revitalization? v10(1977) no2:12-19. English. Culture and Development; Popular Culture. Argues that the culture - development dilemma should be resolved by finding a means of introducing new skills, knowledge and attitudes within existing cultural patterns and values.

Participatory research or participation put-down? Reflections on the research phase of an Indonesian experiment in non-formal education. v9(1976) no3:32-46. English. Participatory Research; Nonformal Education - Research/Evaluation. Describes an initial research phase of a project which has to identify the alternatives to the formal education sector and define the role of participatory research.

Collins, Colin B.

The limitations of lifelong education: a critique of predominant paradigms. v17(1984) no1:28-30. English. Lifelong Education. Develops a critical examination of what the author regards as the presuppositions of the predominant paradigms in lifelong education, as practised in western industrialized countries.

Collins, Michael

A selected bibliography of recent adult education publications in the United States. v12(1979) no1/2:105-114. English. Development of Adult Education. An annotated bibliography of books, reports and journals in adult education.

Colorado, Pam

Bridging native and western science. v21(1988) no2/3:49-72. English. Indigenous Peoples; Participatory Research; Culture and Development. This paper presents an epistemological foundation of native science and explores the possibility of creating a scientific infrastructure by the use of participatory research.

Comings, John P.

Community participation in the development of environmental health education materials. v14(1981) no2:36-44. English. Health Education; Environmental Education. Describes the Troy Project's photo-novel as a particular example of involving the participants of an environmental health education project in the overall production of health education materials.

Southern Thailand experimental project shows how village participation can work. v19(1986) no3:37-45. English. Rural Development and Education. The article describes a three year action research programme called the Southern Thailand Experimental Project (STEP) organized by the Nonformal Education Department of Thailand's Ministry of Education.

Conchelos, Greg

A brief review of critical opinions and responses on issues facing participatory research. v14(1981) no3:52-64. English. Participatory Research. The purpose of this article is to bring together some of the controversies on the subject in a brief and manageable form.

Constantino, Ricardo

La radio para el oyente. v1(1968) no2:57-61. Spanish. Media. The problems of artists' and educators' search for the most effective forms of broadcasting for large audiences are discussed in the context of the Argentinian situation.

Conti, Gary J.

Transforming a community through research. v24(1991) no3:31-41. English. Transformative Research.

Explains the three phases of transformative research (awareness, active involvement, social reconstruction) and describes a long-term transformative research process involving the community group from Conrad, Montana, U.S.A.

Coombs, Philip H.

The importance of education for change of front-line workers and villagers. v15(1982) no4:32-37. English. Rural Development and Education; Community Education.

An excerpt from a major work on an integrated, community-based approach to rural development.

Copeland, Harlan G.

Research and investigation in the United States. v4(1971) no4:23-32. English. Research/Evaluation. This article identifies major influences contributing to the improvements of adult education research.

Cortright, Richard W.

American literacy - a mini analysis. v1(1968) no3:63-68. English. Basic Education; Literacy.

The author outlines growth of adult basic education since the late 1950s and lists major target groups. Information on dropouts, curriculum, instructional materials and evaluation is also provided.

Cosman, J.W.

Coping with crime - Congress on the Prevention of Crime and the Treatment of Offenders. v24(1991) no1/2:109-110. English. Criminal Justice.

An information report on major concerns addressed and resolutions adopted by the Sixth United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held in Havana, Cuba, August 27 to September 7, 1990.

Declaration of Basic Principles for the Treatment of Prisoners. v22(1989) no2/3:95-105. English. Prison Education; Criminal Justice.

The author argues that the modern prison has used a method of treatment which has been essentially a mechanical process and presents the text of the Declaration, which aims at the full development of the human personality of the prisoner.

Declaration of Basic Principles for the Treatment of Prisoners makes headway. v21(1988) no1:77-78. English. Prison Education; Criminal Justice.

The author reports on the progress in the work of the ICAE Education and Criminal Justice Programme and provides the text of the Declaration.

Proposed addendum to the United Nations Rules for the Treatment of Prisoners. v17(1984) no1:19-27. Eng-

lish. Peace and Human Rights; Prison Education. A discussion and text of the proposed additions to the United Nations document.

Costigan, Margaret

'You have the Third World inside you': conversation by Paulo Freire. v16(1983) no4:32-38. English. Empowerment; Social/Political Action.

The author, an Australian educator, interviewed Freire in Geneva, on January 4, 1980. She hopes to explore ways in which the implementation of a programme based on Freire's ideas would be possible in Australia.

Counter, Janice E.

Transforming a community through research. v24(1991) no3:31-41. English. Transformative Research.

Explains the three phases of transformative research (awareness, active involvement, social reconstruction) and describes a long-term transformative research process involving the community group from Conrad, Montana, U.S.A.

Cox Urrejola, Sebastián

Encuentro en Uruguay de educadores populares de 15 países. v20(1987) no1:33-38. Spanish. Popular Education; Social/Political Action.

Over 200 popular educators from 15 Latin American countries took part in a meeting on Popular Education, Civil Society and Alternative Development, held in Montevideo, Uruguay, December 1986.

Croft, Suzy

Listening to the voice of the consumer: a new model for social services research. v23(1990) no4:62-70. English. Participatory Research.

This paper addresses the issue of greater user involvement in social services and its significant implications for research. These implications are considered by reference to a small-scale research project concerned with older people using social services.

Crone, Catherine D.

A participatory methodology for integrating literacy and health education in Honduras. v15(1982) no2:70-81. English. Literacy; Health Education.

Describes the Integrated Rural Project in Education whose primary objective is to develop a communications methodology for use in a programme that combines literacy, health education and family planning and that aims at improving living conditions.

Crudden, Patrick

Social theory perspectives on policy and practice in adult education. v20(1987) no1:51-58. English. Planning/Policies.

The author examines relationships between social theory and the values systems, perceptions, structures and programmes of adult education. This examina-

tion is based on Barry Elsey's application of social theory perspectives to adult education.

Csoma, Gyula

School system adult education in Hungary. v3(1970) no1:45-52. English. National Studies/Projects/Reports.

Adult education is organized within a framework of a traditional school system. Most popular courses are secondary school programmes in workers' schools which lead to university correspondence courses and university entrance.

Cumminskey, Kenneth J.

The organization of community services in the junior college. v4(1971) no3:63-71. English. Community Education; Higher Education.

The author presents activities of a two-year college, provides definitions of community services and evaluates several organizational patterns of the community services.

Cunningham, Griffiths L.

A new approach to adult education in developing countries. v2(1969) no1:11-15. English. Rural Development and Education.

Adult education must be concerned with processes that increase standards of living of peasants and experiment with ways to do so. Tanzanian plan is outlined.

Cunningham, Phyllis M.

What kind of research agenda for lifelong learning? v12(1979) no1/2:77-85. English. Lifelong Education-Research/Evaluation.

A critical review of a report by the Future Directions for a Learning Society programme whose goal is to apply inquiry into the problems and possibilities of learning opportunities for all adults and to advance educational policies, programmes, and services in this area.

Daniel, John

Tutorial support in distance education: a Canadian example. v11(1978) no3/4:93-99. English. Distance Education; Higher Education.

This article describes methods used by the Athabasca University, in Alberta, Canada. This institution specializes in open distance education at the post-secondary level.

Darinski, Anatoli

Nauchnye issledovaniya po programmam obshchego obrazovaniya vzroslykh v Sovetskom Soyuze. v3(1970) no3:50-54. Russian. Research/Evaluation. Describes nine general areas of study pursued by the General Adult Education Research Institute.

Obrazovanie vzroslykh pri probleme dosuga. v2(1969) no4:55-60. Russian. Nonformal Education.

Adult education must find its way to raise the cultural standards for adults and to shape ways of spending free time and professional skills.

Pedagogika vzroslykh, ee predmet i zadachi. v3(1970) no1:39-44. Russian. Development of Adult Education.

The Research Institute of Adult Education in Leningrad is concerned with upgrading education of working adults, promoting post-school general education and self-education.

People's universities in the USSR. v7(1974) no1:51-57. English. Vocational Education; Lifelong Education.

Conceived of as a form of mass-scale public self-education, the People's Universities have become centres for the organization and guidance in vocational training.

Dator, James

Adult education and the invention of alternative futures. v8(1975) no3:17-24. English. Social Development.

An introduction to the series of articles considering alternative relationships between future studies and adult education.

Dauzat, JoAnn

Literacy: in quest of a definition. v10(1977) no1:37-41. English. Literacy.

The authors propose a comprehensive approach to the search of a definition of literacy.

Dauzat, Sam V.

Literacy: in quest of a definition. v10(1977) no1:37-41. English. Literacy.

The authors propose a comprehensive approach to the search of a definition of literacy.

Davies, Alan

Training of trade union trainers in Australia. v19(1986) no1:9-12. English. Training; Adult Educators' Training.

The article brings information on a training programme organized by the Trade Union Training Authority in Australia.

Davis, Dorothy

Australian women in a changing society: perspective through continuing education. v13(1980) no1/2:99-109. English. Women; Social Development.

Looks at several conferences organized by the Australian National University's Centre for Continuing Education (CCE) which highlighted changing patterns in society. Many of the issues discussed pertained to the dominance of women's changing role in Australian society.

Dawson, Madge

Education of women in Australia. v2(1969) no2:11-17. English. Women's Education. Australian women were among the first in the world to gain political rights. The author analyzes their participation in politics and describes adult education programmes that are to facilitate their entry into public life.

De Clerck, Marcel

Le concept de l'éducation des adultes de nos jours. v5(1972) no1:17-26. French. Development of Adult Education.

The author analyzes adult education in the broadest possible sense. To carry out any of its programmes requires effective interaction between aims, principles, and methods. One of the main problems has been that adult education copies the institutional nature of formal education. This, in effect, prevents the implementation of needed changes.

De Slemenson, Marta

Historia y consecuencias de una crisis político-universitaria: emigración de científicos argentinos. v4(1971) no3:72-77. Spanish. Higher Education. Examines special problems of post-secondary education in a developing country: a political coup in 1966 forced many of the faculty of the University of Buenos Aires to leave Argentina.

De Souza, Joao Francisco

A perspective on participatory research in Latin America. v21(1988) no2/3:29-38. English. Participatory Research.

The author analyzes participatory research from the political and social perspective, underlines the importance of knowledge required for social transformation and focuses on participatory research methodology.

De Vries, James

Participatory research in agricultural extension. v15(1982) no1:78. English. Participatory Research; Rural Development and Education.

This report points out that adult educators interested in participatory research have neglected a lot of work done by people from agricultural extension.

De Vries, Jan

A personal statement on North-South solidarity. v15(1982) no1:81-82. English. International Education; Popular Education.

Presents the situation of formal and nonformal adult education systems in Europe and compares them with the popular education movement in Latin America.

De Vries, Peter

Technology transfer: introducing a computer to teach number skills to adults in Soweto. v21(1988) no1:5-15. English. Technological Advancement; Learning/

Pedagogy.

This article describes how a system of computer-assisted instruction (CAI) was introduced in an adult learning centre in the township of Soweto, outside Johannesburg, South Africa.

De, Nitish R.

Urban poor and developmental education. v13(1980) no3:27-29. English. Development Education.

Stresses that poverty is an important obstacle to education and that not every development education project is a success.

DeCrow, Roger

The ERIC Clearinghouse on Adult Education. v1(1968) no2:83-86. English. Development of Adult Education.

The author describes services and adult education coverage of the Educational Resources Information Centre of the U.S. Office of Education.

Delatic, Esref

Workers' Universities in Yugoslavia. v12(1979) no4:62-71. English. Workers' Education; National Studies/Projects/Reports.

Presents historical developments, main activities, organization, and major accomplishments of the movement.

Deleon, Asor

What's new in adult education: a tentative answer. v3(1970) no2:57-63. English. Development of Adult Education.

The author reviews several new issues in adult education: a comprehensive approach to education planning, technological advancement, the role of media and concept of lifelong education.

Demas, William G.

The high cost of injustice. v11(1978) no2:39-45. English. Development Issues.

Minimum basic needs have to be defined according to the level of development of a particular country. The basic needs strategy is likely to be more economical than the continuation of the policy of economic growth for its own sake.

Depienne, Albert

Réalisations et tendances de l'éducation des adultes en Amérique Centrale. v6(1973) no3/4:85-90. French. Planning/Policies; Development of Adult Education.

Facing population growth, government actions are needed to help to integrate adult education into the national planning for functional programmes.

Deshler, David

Transformative research: in search of a definition. v24(1991) no3:9-23. English. Transformative Research. Attempts to explore the concept of transformative

research which emerged from discussions among a group of adult education researchers from both the North and South. Within this context, the authors are suggesting some essential attributes or tenets that may assist in further defining transformative research.

Devereux, W.A.

The adult literacy campaign in the United Kingdom. v10(1977) no1:10-19. English. Literacy Campaigns. Reports on adult literacy campaign in its first year of operation with emphasis on cooperation between government and local education authorities, media and voluntary organizations.

Dijkstra, Piet

Adult education for peace. v22(1989) no1:5-10. English. Peace Education. The author provides his interpretation of the concept of peace, trying to find out what our common vision of peace is and how adult education can help the peace movement.

Peace education in adult education and universities. v16(1983) no4:81-82. English. Peace Education. Reports on a workshop on peace education in adult education and community work, one of the three workshops for a Conference on Peace Education, held in Berlin, September 1983.

Dilte, Russ

An Indonesian training program in action research and community development. v19(1986) no1:27-31. English. Adult Educators' Training; Community Development.

An overview of a special training programme, initiated by a non-governmental agency to generate grass-roots social transformation through the organization and education of groups in the villages.

Do Prado Valladares, Clarival

Arte Brasileño erudito y arte Brasileño popular. v2(1969) no4:66-73. Spanish. Popular Culture. The author compares artistic expressions at the erudite and popular levels in Brazil. Erudite art and popular art are defined by the use of such categories as class differences, inequality, economical inferiority.

Dobson, W.A.C.H.

China as a world power. v7(1974) no3:43-52. English. National Studies/Projects/Reports; Culture and Development. China emerges as the Third World power. It is imperative that the West understands its nature and tradition.

Dodds, Tony

Vocational education at a distance. v6(1973) no3/4:19-31. English. Distance Education. The author describes the work of the experimental

Mauritius College of the Air operating through broadcasting, correspondence and occasional face-to-face instruction.

Dolff, Helmut

Aspects of legislation for adult education. v11(1978) no2:69-71. English. Development of Adult Education; Planning/Policies.

The intention of this article is to underline the need for legislation in the field of adult education and outline the direction of this legislation.

Can the Volkshochschulen of today answer the requirements of adult education for tomorrow? v5(1972) no3:31-36. English. Residential Education. West Germany examines closely the concept of Volkshochschulen. The author concludes that the wealth of experience accumulated by the schools should be the basis for further work on the redistribution of educational tasks.

Educational aid for Latin America. v1(1968) no3:69-73. English. International Cooperation. Describes aid provided by the Federal Republic of Germany to Latin America through the Instituto Centroamericano de Extensión de la Cultura (ICECU) established in Costa Rica in 1963.

Dominice, Pierre

Méthodologie de l'évaluation et l'éducation des adultes. v9(1976) no1:54-62. French. Research/Evaluation.

The authors share their experiences with formal methods used in the evaluation of adult education programmes and outline methods that are more suitable for the evaluation.

Dondsena, Kusmal Nanda

Tribal awakening. v23(1990) no2:5-10. English. Rural Development and Education; Literacy. The author, a J.Roby Kidd Award winner for 1989, is a founder of the Rural Community Health Centre in India. The article presents the author's views on adult education, development and literacy.

Doxey, John A.

A selected bibliography of recent adult education publications in the United States. v12(1979) no1/2:105-114. English. Development of Adult Education. An annotated bibliography of books, reports and journals in adult education.

Draper, James A.

Extending the network and content of adult education workers. v22(1989) no2/3:81-94. English. Adult Educators; Workers' Education. The author describes two groups involved in workers' education: adult educators and peripheral workers. Argues that both groups must be accounted for

when the overall effectiveness of educational programmes for adults is assessed.

Multi-national conference on basic and functional education for adults: conference report. v8(1975) no2:9-11. English. Basic Education.

Fostering of attitude and behaviour change among under-educated adults was the underlying theme of this Washington conference. Includes summary of 14 national case studies.

Recent and current research in Canada. v4(1971) no4:68-73. English. Research/Evaluation.

Summary of a detailed and intensive study of adult education research in Canada.

The Commonwealth Association for the Education and Training of Adults (CAETA). v23(1990) no2:94-96. English. NGOs; Adult Educators' Training. A profile of an organization founded in 1987 to improve the professional skills and performance of its members as trainers and educators of adults.

The dynamic mandala of adult education. v25(1992) no4:73-82. English. Development of Adult Education; History of Adult Education.

"Mandala", a word adopted from Sanskrit, is used to represent the wholeness. The author outlines his view of the mandala of adult education, including the relationships between learning, education and schooling.

The significance of Habitat'76 to adult education. v9(1976) no4:69-76. English. Development Issues; Environmental Education.

The author reports on the UN Conference on Human Settlements which focused mainly on the problems of the natural environment and proposed that a separate international meeting should deal with the man-made environment.

Universities and nonformal adult education. v19(1986) no3:70-75. English. Higher Education; Nonformal Education.

This article is based on a survey of the Commonwealth universities, undertaken to explore the ways in which institutions of higher education are involved in nonformal education.

Driscoll, William J.

New developments and changes in independent study: USA. v5(1972) no2:26-36. English. Distance Education; Higher Education.

The author describes the independent study programmes in post-secondary institutions and emphasizes the role of professionalization, student services, instructional materials, and media.

Duguid, Stephen

Strategies and issues for prison education v17(1984)

no4:70-71 English. Prison Education.

Reports on the major issues facing prison educators, which were discussed during an international seminar entitled *Strategies for Education within Prison Regimes*, held in England, July 1984.

Duke, Chris

Adult education and poverty: what are the connections? v16(1983) no1:76-83. English. Development Education.

Reports on the Special Session on Adult Education and Poverty, held during the ICAE Conference, Paris, October 82.

Adult education, international aid and poverty: introduction. v13(1980) no3:1-6. English. Development Issues; Development Education; International Cooperation.

Introduction to proceedings of a Working Session held by the International Council for Adult Education, Washington D.C., 2-3 June 1980. The issue includes an introduction and summary by Chris Duke and the Working Session timetable and participants.

Co-ordination and co-operation at local, national and international level. v12(1979) no3:8-20. English. Nonformal Education; International Cooperation.

A paper presented at the Commonwealth Conference on Non-formal Education for Development, held in Delhi, January 1979. Discusses nonformal education in the political, social, and economic context of development. Focuses on issues concerning cooperation and coordination at the local, national and international level.

Illusions of progress - confessions of an unreformed optimist. v25(1992) no4:57-64. English. History of Adult Education; NGOs; Development of Adult Education.

In this personal account, the author remembers the formation of ICAE, his links with it, the Council's relationships with the Asian regional organization and international organizations, and the cycles of the ICAE's growth and difficulties.

Issues of organizing adult continuing education: the context of Australian trends and examples. v17(1984) no2:3-14. English. Lifelong Education; National Studies/Projects/Reports.

Characteristics of the situation in continuing education in Australia, including discussion of the formal school system, implications of educational provision for continuing education and organizational problems of adult education.

Learning from and with liberation: report from ICAE China Symposium in Shanghai, May 1984. v17(1984) no3:4-10. English. International Education; Development of Adult Education.

Several years of study visits and cooperation be-

tween ICAE and China resulted in the International Symposium on Adult Education, held in Shanghai, May 1984.

Relationship between adult education and poverty. v19(1986) no4:1-20. English. Development Issues; International Cooperation.

This paper deals with the issues of aid, development and adult education. It introduces ICAE's project on poverty, development and international aid, and analyzes ICAE's contribution to the debate about meanings and forms of development.

Symposium summing up: new possibilities for mutual learning. v17(1984) no3:37-41. English. International Education; Development of Adult Education. Remarks made at the closing session of the International Symposium on Adult Education, held in Shanghai, 12-28 May 1984. This issue of Convergence includes also other papers from the Seminar.

Dumazedier, Joffre

L'éducation permanente. v3(1970) no1:17-25. French. Lifelong Education; Development of Adult Education.

People with a high degree of educational attainment are the ones who make the greatest use of adult education opportunities. No system has made education equally available to disadvantaged and marginal groups.

Questions pour les associations volontaires. v16(1983) no1:52-57. French. NGOs; Development of Adult Education.

The author stresses the specific role of non-governmental and voluntary associations in the development of adult education.

Dunn, Leith

Jobs for women - but at what cost? v22(1989) no2/3:75-80. English. Women.

Explores the work conditions of two women, a machine operator and laid off ironer, in the Kingston Free Zone of Jamaica and argues that the Free Zone did not introduce new skills and technology but rather added to the hardships of workers.

Durkó, Máttyás

Documentation et méthodologie. v5(1972) no3:47-57. French. Learning/Pedagogy - Research/Evaluation.

The author discusses methods of andragogical research in Hungary where they are used to examine the general effects of adult life experience on the learning process.

Durnall, Edward J.

Higher education and older adults. v18(1985) no1/2:109-110. English. Older Adults; Higher Education. Describes four of the university's programmes for

older adults, two of which were initiated at the University of New Hampshire.

Durston, Berry H.

Adult education research in Australia. v4(1971) no4:61-67. English. Research/Evaluation.

Although the need for training and research has long been recognized, major programmes will not be developed unless adult education itself is entirely accepted as an academic discipline and financially supported by the government.

Ebun-Cole, W.A.

Adult learning principles for the improvement of agricultural extension in Sierra Leone. v25(1992) no3:53-65. English. Rural Education and Development.

The author states that the current educational system in Sierra Leone perpetuates dependence of the learner on the teacher. Farmers have more practical experience than many change agents and refuse to be treated as the learners.

Echeverría, Luis

Adult education for social mobilization/Educación de adultos para la movilización social. v14(1981) no2:8-15. Spanish; English. Social/Political Action. Remarks made at the Opening Session of the ICAE Annual Executive Committee Meeting, held in Port of Spain, Trinidad, in May 1981.

Las prioridades de la educación de adultos en un mundo de crisis/Priorities for adult education in a world of crises/Priorités de l'éducation des adultes dans un monde en crise. v16(1983) no1:32-43. Spanish; French; English. Development Education; Development Issues.

Underlines the existence of economic, political and social problems at both the local and world scale, and calls for a new role that adult education has to play in order to contribute effectively to the process of development.

Elionayi, J.A.B.

The use of mass media in the agricultural extension services of Nigeria. v6(1973) no3/4:32-39. English. Media; Rural Development and Education.

The article describes a study of the use of mass media in the dissemination of agricultural information to the farmers of the Western State of Nigeria.

Eide, Wenche Barth

The nutrition educator's role in access to food. v15(1982) no1:57-64. English. Development Issues; Health Education.

Discusses nutrition problems and the nutrition educator's role in the context of development and underdevelopment issues to explain how food access patterns are shaped and changed.

Elder, Hayes

Dissent and participation. v4(1971) no2:74-79. English. Young Adults; Social/Political Action. The varied methods of organization of youth groups are analyzed, and examples of student confrontation with governments and institutions are provided.

Ellis, Pat

Participatory research methodology and process: experience and perspective of a Caribbean researcher. v23(1990) no4:23-36. English. Participatory Research. An account of a study designed to focus on the reality of one group of adult education practitioners in the Caribbean, and to involve them in collecting, analyzing and interpreting data that could be used to help improve their practice.

Training of adult educators in the Caribbean. v18(1985) no3/4:76-83. English. Adult Educators' Training.

This article deals with training of adult educators at the national and regional level, its administration, organization, course content and evaluation.

Women, adult education and literacy: a Caribbean perspective. v17(1984) no4:44-53. English. Women's Education; Literacy and Women.

This paper examines the relationship between education and the region's socio-economic development, and looks at the role of adult continuing education in this relationship.

Emmellin, Lars

The need for environmental education for adults. v9(1976) no1:45-53. English. Environmental Education.

Concludes that the lack of strong institutional structures is the most important problem of effective environmental education.

Engberg-Pedersen, H.

Danish folk high schools in the new industrial state. v3(1970) no1:84-88. English. Residential Education; History of Adult Education.

The author discusses the history of Danish folk high schools since 1844 and describes their practical goals such as vocational training and new approaches such as lifelong integrated education. Changing behaviour of students creates new challenges to educators.

Enslin, Elizabeth

From learning literacy to regenerating women's space: a story of women's empowerment in Nepal. v23(1990) no1:44-56. English. Literacy Programmes; Literacy and Women; Empowerment.

The author describes a literacy programme in Nepal, which shows how the ability to read and write can be a force in the empowerment process of subordinated groups such as women.

Erasmie, Thord

Adult education and community development: experiences from programs in northern Portugal. v17(1984) no4:17-26. English. Community Development.

This article describes two research projects based on the potential for adult education and community development that exist in Portugal's long tradition of popular associations.

Espina Cepeda, Luis

Illiteracy in Spain. v20(1987) no3/4:108-109. English; French. Literacy.

This paper examines statistical data on illiteracy in Spain and informs on the main literacy providers in this country.

Etherington, Alan

Radio learning campaigns: the Botswana experience. v11(1978) no3/4:83-92. English. Distance Education; Development Education.

Describes Botswana's two radio learning campaigns organized on a massive scale in 1973 and 1976. Focuses on campaign planning and organization and the use of radio learning group campaigns.

Etherton, Michael

Peasants and intellectuals: an essay review. v14(1981) no4:17-28. English. Research/Evaluation; Development Issues.

A review of papers and reports concerned with the relationship between academic research and Third World development programmes which make use of that research.

Evans, Derek

Training popular theatre workers in the Philippines. v18(1985) no3/4:140-142. English. Community Education; Popular Culture.

An overview of the character of a popular theatre movement and the foundations of the community theatre curriculum.

Evawoma-Enuku, Usiwoma

A novel idea in prison education in Nigeria. v20(1987) no2:90-91. English. Prison Education.

In March 1986, an innovative prison education programme for adults was introduced in Benin prisons in Nigeria.

Developing prison education in Nigeria: the principal impediments. v22(1989) no2/3:115-119. English. Prison Education; Criminal Justice.

The author reveals a total failure of the present prison system in Nigeria and lists the obstacles to the development of prison education in this country.

Ezeomah, Chimah

Educational radio programme for nomadic people. v16(1983) no3:59-64. English. Media; Indigenous

People.

Describes an educational programme suited to nomadic Fulani's way of life, organized by the Nigerian Government and educational authorities. The objectives of the programme and programme reception are also discussed.

Farina, John

Toward a philosophy of leisure. v2(1969) no4:14-18. English. Nonformal Education.

The problem of leisure is not related to the question of how one spends time or what form of recreation is to be chosen but rather to the issue of self-actualization.

Farooq, Nishat

Adult education in India. v24(1991) no1/2:53-59. English. Literacy Campaigns; Literacy Programmes. This article provides the historical background of adult education in India and information on the National Literacy Mission and other literacy programmes and mass literacy campaigns.

Fekete, József

School system adult education in Hungary. v3(1970) no1:45-52. English. National Studies/Projects/Reports.

Adult education is organized within a framework of a traditional school system. Most popular courses are secondary school programmes in workers' schools which lead to university correspondence courses and university entrance.

Ferland, Mario

Pourquoi pas des prisons à vocation éducative? v16(1983) no2:70-77. French. Prison Education; Criminal Justice.

The authors argue the need for serious thought about radical alternatives to the present unsatisfactory philosophy and function of penal justice and the penitentiary system.

Ferrer Pérez, Raúl

Experiencias novadoras en educación. v6(1973) no1:22-27. Spanish. National Studies/Projects/Reports; Social Development.

In Cuba, the educational system recognizes that it provides only a small part of the total learning, and acknowledges that it must be supportive of other social learning.

Feurerstein, Marie-Thérèse

Mobilization for primary health care: role of adult education. v15(1982) no2:23-34. English. Health Education. Analyzes five critical factors in mobilization for primary health care at the community and provincial levels, and the role of adult education in this process.

Field, John

A new approach to second chance learning: South Yorkshire's Northern College. v17(1984) no1:9-18.

English. Residential Education.

An example of a residential adult education institution in Britain, which has its origins in the Nordic folk high school tradition.

Questions about research that makes a difference. v24(1991) no3:71-78. English. Transformative Research.

In this article, the author poses four key questions on transformative research: the need for the new concept, new research paradigm, relation to social movements, and limitations to post-industrial societies.

Filipovic, Dragomir

Permanent education and reform of the educational system in Yugoslavia. v1(1968) no4:42-46. English. National Studies/Projects/Reports Lifelong Education. The author discusses the concept of continuing education recognized in the basic law on schooling from 1955-1958. Subsequent developments are outlined.

Finger, Matthias

Environmental adult education from the perspective of the adult learner. v22(1989) no4:25-32. English. Environmental Education; Learning/Pedagogy. Describes a particular conception of adult learning where learning is understood as a process closely linked to the total life of a person.

Fisher, Norman

Village colleges. v4(1968) no4:70-73. English. History of Adult Education; Lifelong Education. The author discusses the role of the village colleges founded in England by Henry Morris.

Fletcher, Colin

Key concepts for an alternative approach to adult education. v19(1986) no2:41-48. English. Development of Adult Education; Research/Evaluation. The authors propose an alternative approach for adult education studies, based on the concept of formation, understood as guided actions, which confirm common abilities and values, having an adequate, useful character and a sense of self-worth.

Seminar on role of participatory research in Italy's earthquake reconstruction efforts. v17(1984) no3:72-74. English. Participatory Research.

Reports on the Seminar on Emergency and Local Development: the Contribution of Participatory Research, organized to discuss its appropriateness for urban reconstruction planning.

Floresca-Cawagas, Virginia

Peace education in a land of suffering and hope: insights from the Philippines. v22(1989) no1:11-24. English. Peace Education; Social/Political Action. The authors provide insights into how peace education encourages people to engage in personal and social action, which can transform society toward a

more just and nonviolent environment.

Flowers, Rick

Knowledge and power in Aboriginal adult education. v25(1992) no1:61-74. English. Indigenous People.

An outline of a research project conducted by the authors in Aboriginal communities in New South Wales, Australia. The colonial relationships are a major obstacle to effective adult education programmes. Only the creation of a participatory programme development will enable Aboriginal people to control their own education.

Foley, Griff

Knowledge and power in Aboriginal adult education. v25(1992) no1:61-74. English. Indigenous People.

An outline of a research project conducted by the authors in Aboriginal communities in New South Wales, Australia. The colonial relationships are a major obstacle to effective adult education programmes. Only the creation of a participatory programme development will enable Aboriginal people to control their own education.

Fordham, Paul

A question of participation: action and research in the New Communities Project. v8(1975) no2:54-69. English. Participatory Research.

The authors describe the ongoing work of an action-research project in a large suburban housing estate. The aim is to develop new strategies for community involvement that would increase working class participation in adult education.

Adult education research in the U.K.: an overview of what researchers are talking about. v11(1978) no2:57-62. English. Research/Evaluation; National Studies/Projects/Reports.

Provides a description of four major research programmes in adult education: 1-Survey of non-vocational provision; 2-New communities project; 3-Adult literacy programme; 4-Paid educational leave.

The adult educator as politician: talking with Sir James Matthews. v12(1979) no4:41-49. English. Adult Educators; Social/Political Action.

An interview with a British educator involved in the labour movement and workers' education.

Forest, Marsha

Beat the Street: an urban literacy program. v23(1990) no1:71-84. English. Literacy Programmes.

A profile of the literacy programme at Frontier College, Toronto, established by street people to mobilize their talents to help each other in the frightening environment of a large city.

Forrester, Keith

Adult education, trade unions and unemployment: what about the unwaged? v22(1989) no2/3:54-63. English. Workers' Education.

This article examines the trade unions' response to unemployment in Britain and illustrates the role, process and outcomes of a national adult education action-research programme, working with the Trade Union Congress for the Unemployed.

Foubert, Charlotte

A journey through development theories. v16(1983) no3:65-72. English. Development Issues.

Review of the 1982 SAREC Report, Development Theory and the Third World, which puts some order in the literature on development and assesses the value of studies published in this field.

Fox, Melvin J.

Language as a factor in basic education in Africa. v10(1977) no1:58-66. English. Basic Education; Learning/Pedagogy.

Analyzes the role of language in achieving the kind of radical changes in content and methods of programme delivery that basic education will require.

Francis, Sybil E.

World Assembly of Aging: first global focus on action and strategies for the future. v18(1985) no1/2:9-19. English. Older Adults.

Describes activities and discussion which took place during the World Assembly on Aging in Vienna, and provides the text of the final drafting of the Vienna International Plan of Action on Aging and Recommendations for Action.

Frantz, Stephen C.

Community participation in the development of environmental health education materials. v14(1981) no2:36-44. English. Health Education; Environmental Education.

Describes the Troy Project's photo-novel as a particular example of involving the participants of an environmental health education project in the overall production of health education materials.

Freire, Paulo

By learning they can teach. v6(1973) no1:78-84. English. Empowerment; Learning/Pedagogy.

The author stresses the importance of dialogue which allows people to identify their experiences as real and worthy of sharing with others.

Guinea Bissau: record of an ongoing experience. v10(1977) no4:11-29. English. National Studies/Projects/Reports; Social/Political Action; Learning/Pedagogy.

Excerpts from Freire's introduction to his book Letters from Guinea Bissau which record the author's working visits to this country. The existing situation of the adult education is analyzed in a broad perspective.

tive which includes social, cultural, political and economic dimensions of the country's reality.

La población marginada, objeto del Año Internacional de la Alfabetización. v23(1990) no1:5-8. Spanish. Literacy; Empowerment.

Moema Viezzer interviews Paulo Freire, ICAE Honorary President and author of *Pedagogy of the Oppressed*, on the issue of literacy and marginalized people.

To the coordinator of a "cultural circle". v4(1971) no1:61-62. English. Adult Educators' Training. The role of coordinators of study groups is discussed.

"You have the Third World inside you": conversation by Paulo Freire. v16(1983) no4:32-38. English. Empowerment; Social/Political Action.

The author, an Australian educator, interviewed Freire in Geneva, on January 4, 1980. She hopes to explore ways in which the implementation of a programme based on Freire's ideas would be possible in Australia.

Freynet, Pierre

La mise en place de la lutte contre l'illettrisme en France: une naissance difficile. v19(1986) no1:53-62. French. Literacy; National Studies/Projects/Reports. Provides information on the existence of a "new illiteracy" among large numbers of native-born people. Argues that a common attack on the new illiteracy, such as a campaign approach or other national measures, has yet to be mounted.

Fugelsang, Andreas

The leap to literacy. v19(1986) no1:48-52. English. Literacy; Culture and Development. The authors deal with the implications and consequences of acquiring literacy by people living in oral culture societies.

Fujiwara, Hidewo

Programs in Japan for youth. v4(1971) no2:37-44. English. Young Adults. The author focuses on out-of-school education and its role in preparing young people for real participation in social life.

Fuller, Buckminster

Letter to Doxiadis. v2(1969) no3:3-13. English. Development of Adult Education. The second part of the statement by Dr. Fuller introduces his concepts of industrialization, design science, the service industry, prime design initiative, self-discipline, comprehensive coordination and world community.

Fumo, Carlos A.

Accelerated Training Centres for Workers in the People's Republic of Mozambique. v17(1984) no1:1-8. English. Workers' Education; Residential Education.

This paper seeks to explain the role of the residential centres where peasants and workers from the villages can continue their education after becoming literate. Provides a summary of a case study of Makublunane Centre.

Furter, Pierre

La educación permanente dentro de las perspectivas del desarrollo. v1(1968) no4:22-30. Spanish. Lifelong Education; National Studies/Projects/Reports. Continuing education in the Venezuelan context is defined as 1- process of development; 2- system of integrated education; 3- cultural strategy.

Fussell, Diana

Focus on Nepal, Indonesia: study-service and village technology. v10(1977) no3:23-29. English. Rural Development and Education; Technological Advancement.

Discusses the concept of appropriate intermediate technology and its potential to help developing countries obtain their economic independence in the context of programmes organized in rural areas of Indonesia and Nepal.

Gajanayake, Jaya

Squeezing out the middleman: the case of betel producers in Sri Lanka. v21(1988) no2/3:136-140. English. Participatory Research.

The author presents a particular case of a participatory process where decision-making by those most affected activates the community to achieve a desired change.

Galtung, Johan

Literacy, education and schooling - for what? v8(1975) no4:39-50. English. Literacy; Social Development. The author argues that even if everyone in the world were literate, this fact would not make the world better unless other conditions of equality were present.

The dialectics of education. v8(1975) no3:64-76. English. Learning/Pedagogy.

The author opens up for discussion what is being learned from the ways in which the new International Centre with its four-week courses acts as a "contrast" institution.

García de Diego, Luis

La enseñanza y el desarrollo: la formación de la mano de obra. v2(1969) no1:44-47. Spanish. National Studies/Projects/Reports.

Developments in Spain show a disparity between rural and urban areas and the school system's over-reliance on general secondary education at the expense of vocational training.

Gardiner, Robert K. A.

Priority for adult education: ensuring the human dimension of development. v13(1980) no4:14-23.

English. Development of Adult Education; Development Education.
A conversation with Robert Gardiner, President of ICAE.

The development of Africa's human resources - a challenge to African adult educators. v4(1971) no1:6-11. English. Development Education.

The author proposes to place more emphasis on investment in adult education which plays a more important role for development than the formal school system.

Gaspar, Karl

To work for peace based on justice. v23(1990) no2:35-42. English. Peace and Human Rights; Empowerment.

The author, who won the J. Roby Kidd Award for 1984, has been involved in work for peace and justice as a member of the Redemptorist Mission Team in the Philippines.

Gaventa, John

A citizen's research project in Appalachia, USA. v14(1981) no3:30-42. English. Participatory Research; Social/Political Action.

Reports on the Land Ownership Task Force which was established to provide comprehensive information on land, taxation and public policy issues that would be useful to local groups and could influence regional and national policies on land related questions.

Participatory research in North America. v21(1988) no2/3:19-28. English. Participatory Research.

The author focuses on these participatory research strategies for popular groups, which are particularly important in the North American context.

Gayfer, Margaret

A Botswana tapestry of development and evaluation. v11(1978) no1:60-77. English. Community Development.

A summary of a report from Lentswe la Oodi Weavers, a cooperatively-owned factory in Botswana. The report presents an evaluation of the first three years of the factory and comes from and through workers and villagers whose comments reveal the social, cultural and economic reality. Includes three personal accounts of Mmatsele Dintwe, Morapedi Moeng and Mochele Semele.

A focus on practice for International Seminar on Literacy in Industrialized Countries. v20(1987) no2:1-7. English. Literacy.

Presents main objectives, themes, activities, participants and outcomes of the International Seminar on Literacy in the Industrialized Countries, organized by ICAE in Toronto, Oct. 13-15, 1987.

A legacy of learning: tributes to Roby Kidd. v15(1982) no1:65-73. English. Adult Educators.

Tributes to J. Roby Kidd, founding Secretary General of the International Council for Adult Education, 1973-79, and then its Treasurer, who died suddenly in March 1982.

Adult educators mourn the death of 'world citizen' Helmuth Dolff. v16(1983) no4:76-78. English. Adult Educators.

An account of achievements and undertakings of Helmuth Dolff, Director of the German Education Association, who died on November 26, 1983.

African NGOs come of age: unite to form Pan-African development organization. v20(1987) no2:86-88. English. NGOs; Development Issues.

A profile of the Forum of African Voluntary Development Organizations (FAVDO), a Pan-African organization to serve as a coordinating agency for the African NGOs.

Caribbean Association formally launched. v16(1983) no2:78-79. English. NGOs.

Reports on the formal launching of the Caribbean Regional Council for Adult Education (CARCAE) at its first General Assembly, held in Nassau, in 1983.

Convergence flashback to 1960s and 1970s. v16(1983) no3:5-22. English. Development of Adult Education. An overview of the past 16 years of the journal, including Roby Kidd's first editorial and reprint of English and Spanish version of "Pedagogy and politics: adult education in Latin America" by D'Arcy Martin, first published in v4(1971) no1.

Critical issues for adult education. v13(1980) no4:13. English. Development of Adult Education.

The articles in this issue explore responsibilities and concerns for adult education as a way of looking at aspects of an agenda for the continuing education of adult educators.

International Council for Adult Education: issues, programs and priorities for the 1980s. v12(1979) no3:55-64. English. International Education; NGOs. Information on the appointment of a new Secretary General and other officers, new constitution and programme directions.

L'aspect éducatif dans la relation mutuelle entre les hommes et les femmes. v8(1975) no1:82-90. French. Women; Women's Education.

In this interview Lengrand presents the thesis that the failure or success of the relationship between men and women depends on the educational relationship between them. Their roles are, and should be, those of mutual educators.

Participatory research: developments and issues.

v14(1981) no3:5. English. Participatory Research. This special issue provides an update on developments and issues in participatory research through a variety of opinions and experiences of people active in the field.

Priority for adult education: ensuring the human dimension of development. v13(1980) no4:14-23. English. Development of Adult Education; Development Education.

A conversation with Robert Gardiner, President of ICAE.

Rural development and women: organization is the key lesson from the field. v19(1986) no3:20-24. English. Rural Development and Education; Women. This paper describes a multilateral project established to better understand the dynamics of rural poverty and the initiatives some women are taking to improve their economic and social situation.

Salzburg Seminar in American Studies: continuing education of Europeans and Americans. v12(1979) no1/2:10-24. English. Lifelong Education; International Education.

The article presents background of the Seminar, process, participants and some dominant themes, and provides an evaluation of this international encounter.

Seminar's focus on practice puts action at the human level. v20(1987) no3/4:13-17. English; French. Literacy; Functional Literacy.

An overview of the International Seminar on Literacy in Industrialized Countries, Toronto, October 13-15 1987, including its goals, planning process and main issues.

Solidarity network links up Arab women. v20(1987) no1:77-78. English. Women; NGOs.

Reports on the Arab Women Solidarity Association, an international NGO, aimed at promoting and developing interests of Arab women and at strengthening ties between them.

Strategies and issues for prison education Implications of the emergence of "the age of aging" for lifelong learning. v17(1984) no4:70-71 v18(1985) no1/2:1-4. English. Prison Education; Older Adults.

Reports on the major issues facing prison educators, which were discussed during an international seminar entitled Strategies for Education within Prison Regimes, held in England, July 1984.

This editorial introduces a special double issue of Convergence, which focuses on the role of education in the lives of older people.

The international heritage of adult education. v17(1984) no4:54-55. English. History of Adult Education; International Education.

An overview of main developments in international

adult education, stressing its continuity and international heritage.

The sound of people learning and organizing for change. v25(1992) no4:17-26. English. History of Adult Education; NGOs; Development of Adult Education.

The author's 13 years of experience as editor of Convergence and first coordinator of the ICAE Women's Programme, provides her with the rare insight into the history and progress of the Council and its journal.

We are the women of the world: report on the United Nations Women's Conference, Nairobi, 1985. v19(1986) no2:1-6. English. Women.

Gives some highlights of the Forum '85, held in conjunction with the World Conference to Review and Appraise the United Nations Decade for Women.

Women hold up more than half the sky: report of the ICAE Women's Project. v14(1981) no4:59-71. English. Women's Education; Women.

The project was developed as the first and baseline stage of a process to find out more about the quality and extent of the participation of women in adult and nonformal education.

Women speaking and learning for ourselves. v13(1980) no1/2:1-13. English. Women.

An editorial to the double issue of Convergence on women and adult education. Focuses on such problems as equality, future action and women's participation in adult education.

George, Gordon

History of the adult literacy program in Antigua. v24(1991) no1/2:65-69. English. Literacy Programmes.

The author describes the Antigua Literacy Program which was set up to fill the gap in the educational system by providing literacy instruction to young people over 16. Most participants are women in their 20s and urban, unskilled workers.

Gérin-Lajoie, Paul

La coopération au développement international: dilemmes et choix. v9(1976) no1:20-29. French. International Cooperation; Development Issues.

Identifies major dilemmas in international development cooperation such as assistance versus self-reliance, humanitarianism or self-interest, aid or cooperation.

Gerver, Elisabeth

Women, computers and adult education: liberation or oppression? v17(1984) no4:5-16. English. Technological Advancement; Women's Education.

The authors discuss how technological advancement influenced the development of a "binary system of education" and talk about strategies for enabling more women to make the new technologies respond

to their own needs.

Gleazer, Edmund J.

The UN World Disarmament campaign: challenge for adult education. v16(1983) no3:24-33. English. Peace Education; Peace and Human Rights.

Underlines the importance of peace education, and describes the nature of the UN World Disarmament Campaign.

Gomez, R.

The training of cadres for adult education. v14(1981) no4:10-16. English. Adult Educators' Training.

Describes a plan for selecting and training people capable of taking leadership, fully involved in the task of educating adults and establishing a learning society, and committed to strategies for attacking socio-economic inequalities.

Goncharov, Nikolai

Lev Tolstoi kak pedagog. v2(1969) no2:81-84. Russian. Adult Educators.

The author states that according to Tolstoy, life was education and the theory of education in effect was a specific theory of life.

Gonzalez, Roberto Sergio Vega

Peasant organization in El Rama, Nicaragua. v21(1988) no2/3:109-122. English. Participatory Research; Rural Development and Education.

The authors attempt to explain main socio-economic characteristics of the rural area of El Rama, Nicaragua, describe the development of guidelines for organizations and programmes and identify the challenges of their implementation.

Grabowski, Stanley M.

Research and investigation in the United States. v4(1971) no4:23-32. English. Research/Evaluation. This article identifies major influences contributing to the improvements of adult education research.

Green, Reginald Herbold

Adult education, basic human needs, and integrated development planning. v9(1976) no4:45-59. English. Development Issues; Planning/Policies.

Adult education has rarely been integrated into educational sector planning. Nor has it been designed specifically to serve basic development goals. The author argues that not only adult education and planning but also the attainment of basic human needs have suffered from this gap.

Organization and finance of non-formal education. v12(1979) no3:42-54. English. Nonformal Education; Planning/Policies.

Within the framework of nonformal education, the author discusses the most significant aspects of organization and financing of educational programmes.

Gremillion, Joseph

Solutions to development problems: ourselves as a planetary community. v11(1978) no3/4:12-18. English. Development Issues; Culture and Development.

The author describes and analyzes two reports concerned with human development: 1-Reshaping the International Order, a report made in 1976 to the Club of Rome; 2-Conference on World Faiths and the New World Order, November 1977.

Grenon, Michel

Condorcet. v2(1969) no4:78-84. English. Adult Educators; History of Adult Education.

Condorcet, a French educator, proposed the organization of free education at five levels, from primary to university. Its main innovation was that each level included a programme for adults.

Griffin, D. K.

The Cree lexicography. v4(1971) no4:84-88. English. Indigenous People. The life and educational efforts of James Evans, as well as his invention of a system of transcribing the Cree language are presented.

Groombridge, Brian

Adult education and political participation: self-critical notes from Britain. v14(1981) no1:44-55. English. Higher Education.

A report on a Working Party set up by the Universities Council for Adult Education to reinterpret the traditional commitment of university-based adult education in the context of current concern about the processes and practice of participatory politics.

Sport. v2(1969) no4:61-65. English. Nonformal Education.

The author seeks to explain why sport and adult education have been separated at the policy-making level despite the obvious links between them.

Guigui, Albert

The ILO and workers' education. v6(1973) no2:57-70. English. Workers' Education.

The author reviews the development of worker's education within the framework of the ILO.

Guptara, Prabhu S.

Gandhi: the film and the man. v16(1983) no4:5-13. English. Culture and Development; Peace and Human Rights.

Discusses an artistic interpretation of cultural and historical meanings of the film pointing out the lack of some important ideas in it and focusing on real achievements of Gandhi.

Hack, Sylvia

A College for Human Services. v2(1969) no2:49-55. English. Women's Education.

The authors describe the two-year college programme and teaching methods, and show the pattern of careers of women graduates.

Haemmerli, A.

Some observations of the methodological nature concerning the evaluation of the Experimental World Literacy Programme. v5(1972) no1:66-70. English. Literacy Programmes - Research/Evaluation. The EWLP faces the difficulty of establishing criteria and standards that can measure literacy effectiveness in very different countries.

Hallmatou, Traoré

Aperçu sur L'Association malienne pour l'information et la formation des adultes. v20(1987) no2:93-94. French. NGOs; Literacy and Women. Information on goals and activities of the Association, including its actions for literacy for women.

Hall, Budd L.

AAACE puts adult education on trial. v24(1991) no1/2:105-106. English. Development of Adult Education. The American Association for Adult and Continuing Education (AAACE) held its annual conference in Salt Lake City, U.S.A. The theme of the conference was "On Trial: the Education of Adults".

Continuity in adult education and political struggle. v11(1978) no1:8-16. English. Social/Political Action. An introduction to the ideas and experiences relating to adult education and social action. Stresses that involvement, participation and political action are not new to adult education.

Mtu ni afya! Tanzania's mass health education campaign. v7(1974) no1:71-78. English. Health Education.

In April 1973, nearly 2 million adult Tanzanians began participating in a mass health education campaign. The article describes and evaluates its aims, methods and activities.

Notes on literacy research: the state of the art. v8(1975) no4:14-22. English. Literacy - Research/Evaluation. The author shows the growing agreement on the factors that underline effective literacy and points out the research need for assembling and sharing data on literacy and basic education projects.

Participatory research, popular knowledge and power: a personal reflection. v14(1981) no3:6-19. English. Participatory Research.

Remarks on the origins and development of the theory and practice of participatory research, its common features, activities, urgent problems and key issues.

Participatory research: an approach for change. v8(1975) no2:24-32. English. Participatory Research. The author makes the case for adopting an alternative approach to adult education research. Participatory research avoids the oppressive ideological pit-

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falls, provides more accurate reflection of social reality and assures involvement of the community.

Rich and vibrant colours: 25 years of adult education. v25(1992) no4:4-16. English. History of Adult Education; Development of Adult Education.

The former secretary general of ICAE explores the struggle for identity of adult education. Examples of adult education successes demonstrate basic characteristics of adult education: awareness, analysis and action.

The Paris Conference: renewal of a movement. v16(1983) no1:1-9. English. International Education; Development Education.

Introduces this special issue of Convergence on the International Adult Education Conference, held by ICAE in cooperation with People and Culture, in Paris, October 1982. Its major theme was "Towards an authentic development: the role of adult education".

The role of NGOs in the field of adult education. v19(1986) no4:1-20. English. NGOs; International Cooperation.

This article describes the development of NGOs, their variety, scope, activities and main characteristics. A very strong growth over the years in the number of NGOs in the field of adult education is noted.

Towards international cooperation and solidarity. v16(1983) no1:58-63. English. International Cooperation.

In this article, an issue of international cooperation is related to such questions as education for peace, the North-South dialogue, new technology, migration and immigration.

Hamilton, Ellen

Popular theatre teaches skills and motivates Inuit young people of Canada's Arctic. v20(1987) no2:42-48. English. Popular Culture; Indigenous People.

The author developed a programme of experimental theatre to teach communication skills and to motivate Inuit people in a small community in the Northwest Territories of Canada, to better understand the change from a traditional society to a modern one.

Hanbury, Clare

The adult language program in Chi Ma Wan closed camp for Vietnamese refugees in Hong Kong. v23(1990) no3:59-70. English. Refugees.

Describes an adult language programme which was hoped to be a bilingual, bicultural approach to the education of adults and children to enable the easy transformation from one culture to another. In practice, however, it simply existed as yet another mechanism of control.

Hanisch, Thor Einar

The Norwegian Regional College System in the context of decentralization policies. v12(1979) no4:29-40. English. Higher Education; Planning/Policies. A discussion and evaluation of the main principles of a new regional college system developed in Norway. Focuses on the question of equality, factors affecting achievement, decision making process, role of government and other institutions.

Hannah, Janet

Raising international issues in workers' education. v22(1989) no2/3:47-53. English. Workers' Education; NGOs.

An overview of the activities of the Trade Union International Research and Education Group (TUIREG), involved in raising international issues in trade union education.

Haque, Rezaul

A Bangladesh experience in education and primary health care. v15(1982) no2:84-87. English. Health Education.

Describes a health programme which includes training of doctors and paramedical workers, organization of medical services and publication of medical literature.

Hare, Wes

Worker self-management and the role of adult education. v16(1983) no1:72-75. English. Workers' Education.

Reports on the Special Session on Economic Development, held during the ICAE Conference in Paris, October 1982, in order to consider ways by which working people can engage in shared, experimental learning toward the formation of worker cooperatives and worker ownership.

Harley, Ann

"Women hold up half the sky". v7(1974) no3:18-24. English. Women; Women's Education. Within a generation, Chinese women have moved from being slaves in a peasant society to participants in an industrialized society. Legal developments and mass education campaigns are described.

Harnett, Oonagh

Transition from home to work: some training efforts in the USA. v13(1980) no1/2:118-123. English. Women's Education.

Mentions five streams in educational development in the U.S. that are of special interest to women and concentrates on one of them: the growth of courses aimed at bridging the transition from home to the formal work market or to further education and training.

Harris, W. Jack A.

Educational consultancy and advice. v7(1974) no4:50-

58. English. International Cooperation.

Discusses some of the personal and technical problems inherent in cross-cultural consultancy work.

Hartman, Jan

Women and peace: an international conference. v22(1989) no1:82-83. English. Women; Peace and Human Rights.

Reports on the International Conference on Women and Peace, designed to address the contributions of women in the global struggle for peace.

Hatano, Kanji

Innovations in adult education in Japan. v3(1970) no1:53-56. English. Technological Advancement; National Studies/Projects/Reports.

The Adult Education Council of Japan has reorganized adult education by increasing use of technology: national radio and TV networks reach 96% of homes and offer a variety of adult learning programmes.

Haukaa, Runa

Competence-building adult education for women. v8(1975) no1:68-81. English. Women's Education - Research/Evaluation.

The author describes an enquiry into women's educational needs carried out in Norway. She concludes that existing adult education services serve women who have had some education and work experience.

Hayani, Ibrahim

The changing role of Arab women. v13(1980) no1/2:136-142. English. Women.

Presents the cultural and social context that influences the participation of women in education and employment and briefly outlines the status of women in Syria.

Healey, Patrick

The work of the Sudan Extension Unit and proposal for a Refugee Education Network. v20(1987) no2:49-57. English. Refugees; NGOs.

Proposes that ICAE establish a Refugee Education Network, linked through its regional member organizations, to create a shared body of knowledge and continuing communication about refugee educational issues.

Who gains and who loses? The political economy of adult education. v16(1983) no4:49-56. English. Social/Political Action - Research/Evaluation.

Describes a research project developed by the International Council for Adult Education (ICAE) to examine the relationship between political/economic factors and the provision of adult education.

Heaney, Tom

The Lindeman Center: a popular education center bridging community and university. v24(1991) no3:24-30. English. Popular Education; Social/Political Action - Research/Evaluation.

litical Action.

Discusses some of the ramifications of promoting social change within a university and gives a concrete example of how a popular education centre can facilitate the cooperation between the university and marginalized communities.

Henquet, Pierre

L'UNESCO et l'élimination de l'analphabétisme. v1(1968) no3:8-18. English. Literacy. Various definitions of literacy are traced from 1951 to 1960. The author provides this definition of functional education which was formulated by Unesco, and discusses the application of different methods to eliminate illiteracy.

Henry, André

Faciliter l'accès à la culture, à l'éducation et aux loisirs/Broadening access to culture, education and leisure. v16(1983) no1:64-71. French; English. Culture and Development; International Cooperation. Calls for the international coordination of efforts of governments and non-governmental organizations in organizing the free transfer of knowledge of each culture, and dialogue between the cultures.

Hepworth, Bert

The Labour College of Canada. v6(1973) no2:91-94. English. Workers' Education. Presents the activities of a bilingual and bicultural college founded to provide basic education in the humanities and social sciences, as well as in trade union work.

Herczegi, Károly

School system adult education in Hungary. v3(1970) no1:45-52. English. National Studies/Projects/Reports.

Adult education is organized within a framework of a traditional school system. Most popular courses are secondary school programmes in workers' schools which lead to university correspondence courses and university entrance.

Hewage, Lankaputra G.

The experience of Sri Lanka: the relevance of culture in adult education for development. v10(1977) no2:63-74. English. Rural Development and Education; Culture and Development.

Describes how a non-governmental voluntary movement integrates and translates deeply enshrined Buddhist values into contemporary programmes for self-reliant and cooperative rural development.

Higgins, Kathleen Mansfield

What kind of training for women farmers? v15(1982) no4:7-18. English. Rural Development and Education; Training; Women.

A summary of a report on a nonformal education programme, organized by the Botswana Ministry of

Agriculture for women farmers at rural training centres.

Hilton, William J.

U.S. project of enhancing the quality of state-level service to adult learners. v16(1983) no1:48-58. English. Planning/Policies; Lifelong Education. Describes the Lifelong Learning Project of the Education Commission of the States and its outcomes concerning planning approaches.

Himmelstrup, Per

The new law on leisure-time education in Denmark. v2(1969) no4:48-54. English. Nonformal Education. The author investigates historical background of the concept of adult education in Denmark, new law and its fundamental principle. Abstract of the Act Concerning Leisure-Time Instruction is included.

Hinzen, Heribert

A new initiative by the German Adult Education Association. v10(1977) no3:44-48. English. NGOs; Adult Educators' Training. An example of the role that a national adult education association can play in the process of making people aware of global issues and their ability to participate in development policies.

Cooperating or campaigning for literacy? Discussion paper invites dialogue. v17(1984) no3:52-54. English. Literacy.

A discussion paper, prepared for the Berlin Seminar, and disseminated by the authors to invite dialogue on the issue of literacy for development.

What role for ICAE in support of literacy? v17(1984) no3:60-61. English. Literacy; NGOs. Comments on the role of ICAE in supporting literacy work.

Hollnsteiner, Mary Racelis

The participatory imperative in primary health care. v15(1982) no3:56-66. English. Health Education. A review of significant issues in the implementation of primary health care, with an emphasis on people's participation.

Holmberg, Börje

Correspondence study: lost or found? v5(1972) no2:7-14. English. Distance Education. Describes two main characteristics of correspondence study: course material and two-way communication and discusses the development of methods of home study.

Scandinavian correspondence education. v1(1968) no2:54-56. English. Distance Education. The author describes the role of correspondence education in Sweden, Denmark, Norway and Finland, and discusses its important tasks: adult education

training and upgrading.

Holt, Lillian

Aboriginal justice, democracy and adult education. v25(1992) no1:18-22. English. *Indigenous People*. The author, who is the principal of the Aboriginal Community College in Port Adelaide, Australia, stresses that adult education needs to embrace holistic Indigenous knowledge and learning, focusing on the spiritual, the physical and the mental.

Hootsmans, Helen M.

Educational and employment opportunities for women: main issues in adult education in Europe. v13(1980) no1/2:79-90. English. *Women's Education; Women*.

Examines the promotion of equal opportunities for women. Discusses the issue of access to education and vocational training as well as main characteristics of the educational system and employment possibilities.

Horn, Jackob

Cooperating or campaigning for literacy? Discussion paper invites dialogue. v17(1984) no3:52-54. English. *Literacy*.

A discussion paper, prepared for the Berlin Seminar, and disseminated by the authors to invite dialogue on the issue of literacy for development.

Hornsey, Eileen

Promoting health education through adult education: some British experiences. v15(1982) no2:60-69. English. *Health Education*.

Describes the promotion of health education for adults by a variety of formal and informal programmes such as community education by the Open University or national campaigns. Stresses the importance of self-help and empowerment.

Horton, Aimee

The Lindeman Center: a popular education center bridging community and university. v24(1991) no3:24-30. English. *Popular Education; Social/Political Action*.

Discusses some of the ramifications of promoting social change within a university and gives a concrete example of how a popular education centre can facilitate the cooperation between the university and marginalized communities.

Horton, Billy D.

A citizen's research project in Appalachia, USA. v14(1981) no3:30-42. English. *Participatory Research; Social/Political Action*.

Reports on the Land Ownership Task Force which was established to provide comprehensive information on land, taxation and public policy issues that would be useful to local groups and could influence regional and national policies on land related questions.

Horton, Chris

Training of adult educators in Oceania. v18(1985) no3/4:109-115. English. *Adult Educators' Training*. Although this overview provides some information on Oceania, its real focus is on training of adult educators in Australia. Identifies six major streams: agricultural extension, university extension, teachers' training colleges, technical education, commercial and industrial training, and voluntary organizations.

Training of trade union trainers in Australia. v19(1986) no1:9-12. English. *Training; Adult Educators' Training*.

The article brings information on a training programme organized by the Trade Union Training Authority in Australia.

Houle, Cyril O.

The comparative study of continuing professional education. v3(1970) no4:3-12. English. *Professional Education; Comparative Education/Studies*.

Almost no effort has been made to compare the methods used by each profession to train its members. The author proposes to identify some of the major topics worthy of comparative study and analyzes the ways in which different professions deal with them.

The doctorate in adult education. v1(1968) no1:13-26. English. *Adult Educators' Training*.

The author traces development of a university graduate programme in adult education since its inception nearly 40 years ago and discusses some issues related to teaching adult education as an academic discipline.

Howell, Calvin A.

Emerging trends in environmental education in the English-speaking Caribbean. v22(1989) no4:45-54. English. *Environmental Education*.

An evaluation of some of the environmental education programmes in the English-speaking countries of the Caribbean, since the Unesco and UNDP Intergovernmental Conference on Environmental Education in Tbilisi, USSR, October 1977.

Hubbard, Lorna M.

Retirement: third age or second career? v9(1976) no3:59-70. English. *Older Adults*.

Describes provision for the elderly in nine European countries and underlines a need for its constant revision and reevaluation in the light of the changing characteristics of pensioners.

Hudson, Grace

Participatory research by Indian women in northern Ontario remote communities. v13(1980) no1/2:24-33. English. *Participatory Research; Women*. Describes efforts of women in seven communities to

promote economic development and cultural and educational programmes. Includes a proposal for women's participatory research.

Hunter, Carman St. John

Literacy: what do the definitions tell us? v20(1987) no3/4:23-26. English; French. Literacy; Functional Literacy.

An overview of the existing definitions of literacy and reflection on what they are actually saying.

Myths and realities of literacy/illiteracy. v20(1987) no1:1-8. English. Literacy.

This article examines three of the common myths about literacy/illiteracy in order to suggest some directions for policy and practice in relation to the concern for literacy.

Training women workers in Brazilian favelas. v18(1985) no3/4:129-132. English. Adult Educators' Training; Women's Education.

Describes staff training activities undertaken as a part of a larger project carried out with groups of women in low income neighbourhoods in and around Rio de Janeiro, Brazil.

Hurst, John

Popular education and the Fourth Biennial Congress on the Fate and Hope of the Earth. v22(1989) no4:63-72. English. Popular Education; Environmental Education.

Reports on the activities of the Fourth Biennial Congress and major themes of the discussion: development, justice, human rights and grassroots participation, peace, environment and global security.

Husain, Zakir

The never-ending pursuit of learning. v1(1968) no2:1-4. English. Lifelong Education.

Cultural, social and economic development of today's India requires that universities modify their traditional role and participate actively in adult education.

Husén, Torsten

Lifelong learning in the "educative society". v1(1968) no4:12-21. English. Lifelong Education.

The author explains how some factors that occur in the industrialized society such as selective migration, occupational and social mobility, and new economic demands can shape continuing education.

Hutchinson, Edward M.

A case study in co-operation: the European Bureau of Adult Education. v6(1973) no3/4:40-50. English. International Education; NGOs.

The historical background and today's activities of the European Bureau of Adult Education.

Convergence 25th anniversary reflections. v25(1992)

no4:36-41. English. History of Adult Education; Development of Adult Education.

Highlights some landmarks leading to the development of the present international status of adult education, including the work of Folk High Schools in Scandinavian countries, extramural and extension courses in Britain and the U.S., the founding of the World Association for Adult Education, various adult education programmes, international cooperation through Unesco and the formation of ICAE.

Editorial conversations. v6(1973) no3/4:91-100. English. Learning/Pedagogy; Development of Adult Education.

A discussion of concepts of andragogy, workers' universities, methods of instruction, lifelong education and politics of education.

The national literacy programme in Jamaica. v7(1974) no1:79-81. English. Literacy Campaigns.

In 1972, the National Literacy Programme aimed to eradicate illiteracy within 4 years. Its achievements and difficulties are described.

Thoughts after Montreal. v3(1970) no2:49-56. English. International Education; Development of Adult Education.

The author reviews the development of adult education during the last two decades and opens up some questions as to how to promote international cooperation.

Ibikunle-Johnson, Victor

Managing the community's environment: grassroots participation and environmental education. v22(1989) no4:13-24. English. Environmental Education; Participatory Research.

The author shows how the awareness and attitude of grassroots people can be mobilized at the local community level and transformed through participatory environmental education to generate motivation and skills for effective environmental management.

Igoche, Martha Hundung George

Integrating conscientization into a program for illiterate urban women in Nigeria. v13(1980) no1/2:110-117. English. Women's Education.

Describes the project undertaken with a group of 32 illiterate and semi-illiterate women in home economics in order to help people of the area to improve their living standards.

Illich, Ivan

La metamorfosis de la escuela. v3(1970) no1:4-11. Spanish. Social Development.

The author describes the present school system as a hindrance to education. The modern school system should attempt to incorporate everyone and to create a situation in which society challenges the individual to be creative and independent.

Inqal, Solomon

Refugees and distance education. v23(1990) no3:37-48. English. Refugees; Distance Education. Outlines current practices in refugee education and identifies distance education as a possible solution to the inefficiencies of educational provision. Gives examples of distance education programmes, focusing on teacher's training and secondary level education for refugees.

Irmak, Mehmet

Education by correspondence in Turkey. v5(1972) no3:80-85. English. Distance Education. The author presents the historical development of correspondence teaching and difficulties encountered during the implementation of its methods in Turkey.

Israeli, Eitan

The Israeli experience in adult education. v11(1978) no3/4:54-63. English. Community Education; National Studies/Projects/Reports. Describes the structure of adult education in Israel, its national goals and the role of adult educators in their implementation. Analyzes the Israeli experience in community education.

Ivanova, A. M.

Survey of the Literacy Campaign in the U.S.S.R. v1(1968) no3:19-24. English. Literacy Campaigns. The author describes efforts to eradicate adult illiteracy in the years 1917-1940. Special attention is given to non-Russian speaking nationalities, women and workers.

Jackson, Ted

Worker self-management and the role of adult education. v16(1983) no1:72-75. English. Workers' Education. Reports on the Special Session on Economic Development, held during the ICAE Conference in Paris, October 1982, in order to consider ways by which working people can engage in shared, experimental learning toward the formation of worker cooperatives and worker ownership.

James, David

Conference of national organizations for co-operation in adult education. v7(1974) no3:61-68. English. International Education; NGOs. A discussion of functions, structures, organization and membership of national associations and their relationships with governments.

James, Michael D.

Demystifying literacy: reading, writing, and the struggle for liberation. v23(1990) no1:14-26. English. Literacy; Social/Political Action; Empowerment. Illiteracy is most frequently addressed as a social or educational problem, rather than as a symptom of

larger political contradictions. In each of these situations, literacy campaigns can provide new possibilities for citizens marginalized by economic, racial, and social division.

Jamul, David

A micro-level view of development jargon. v15(1982) no4:74-75. English. Development Issues. A refreshing reminder of the obscurity of international development jargon.

Jarvis, Peter

Paulo Freire: educationalist of a revolutionary Christian movement. v20(1987) no2:30-41. English. Social/Political Action; Adult Educators. The article examines Freire's approach to education and development, including the theological rationale that underpins his ideas.

Jayaweera, Swarna

Programmes of non-formal education for women. v12(1979) no3:21-31. English. Nonformal Education; Women's Education. Focuses on these forms of nonformal education that may change the occupational patterns of women: vocational programmes, training programmes for the rural sector and non-vocational education.

Jennings, Bernard

Albert Mansbridge and the first World Association for Adult Education. v17(1984) no4:55-63. English. History of Adult Education; Adult Educators; NGOs. An overview of the World Association's development, activities and failure, and Mansbridge's aspirations and ideas.

Jessup, Frank W.

International understanding - the "second concern". v3(1970) no2:19-24. English. International Cooperation; International Education. The author argues that adult education has to play a significant role in furthering international and interracial understanding. It involves the efforts to broaden the knowledge of other people's cultures and their economic and social problems, as well as acceptance of others.

Jiagge, Annie

The role of non-governmental organizations in the education of women in African states. v2(1969) no2:73-78. English. Women's Education. Underlines the importance of NGOs and indicates the direction they should take to alleviate problems facing women in Africa.

Jidtranon, Supit

Southern Thailand experimental project shows how village participation can work. v19(1986) no3:37-45. English. Rural Development and Education. The article describes a three year action research

programme called the Southern Thailand Experimental Project (STEP) organized by the Nonformal Education Department of Thailand's Ministry of Education.

Johnson, Peter J.

Training Aymara veterinary technicians in the southern Peruvian Andes. v23(1990) no4:14-22. English. Rural Development and Education; Training. Describes the development of a participatory veterinary training programme for farmers at the Instituto de Educación Rural whose goal was to train health promoters and small farmers.

Johnston, Mary

Adult education makes the crucial difference in training and mobilizing people. v15(1982) no2:43-54. English. Training; Health Education.

The article describes an educational strategy of a voluntary organization, the Indonesia Sejahtera Foundation, to demonstrate the importance of adult education in training health workers and preparing other key people on which the success of primary health care depends.

Jolicœur, Fernand

L'école pour tous dans le contexte de l'éducation permanente. v1(1968) no4:74-79. French. Lifelong Education.

Continuing education differs from the traditional school and university systems. It implies a transformation of the current administrative structures of both government and education.

Jones, H. A.

Adult education - a plan for development. v6(1973) no2:20-27. English. Planning/Policy. A review of the report of the Russell Committee to the U.K. Government on adult education.

Adult literacy in the United Kingdom: the research dimension. v10(1977) no1:29-36. English. Literacy Programmes - Research/Evaluation; Media.

Describes a three-year research project on effectiveness of media in tackling the problem of adult illiteracy.

Joseph, P.J.

Community development for the development of slum dwellers. v24(1991) no4:30-34. English. Community Education; Community Development.

Describes the development and education work among the slum dwellers. The work began with the establishment of a community education centre at the slum of Alwaye, India.

Josse, Michelle

Auto-éducation des adultes en milieux populaires. v7(1974) no4:24-33. French. Popular Education; Media.

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The article describes a multi-media programme, designed as a self-directed learning process for underprivileged and under-educated adults in Quebec.

Jules, Didacus

A preliminary review of community based literacy initiatives in the Caribbean in the 1980s. v23(1990) no1:85-99. English. Literacy Programmes; Community Education.

This paper reports on the 1987 survey of community-based literacy initiatives, conducted in various Caribbean countries. Includes the project's history, major objectives, description of its methods and effects on the communities.

Building a national movement: the Caribbean experience. v20(1987) no3/4:47-49. English; French. Literacy; Literacy Programmes.

The author demonstrates Caribbean experiences in the struggle to eliminate illiteracy, focusing on the three national movements in Cuba, Jamaica and Grenada.

Jung Do, Bae

What literacy means for Koreans in Japan. v24(1991) no4:76-78. English. Literacy; Peace and Human Rights. The level of illiteracy among Korean population living in today's Japan is unknown but the problem does exist. Public-run evening schools have been set up for and by these groups.

Kamwenubusa, Marthe

Quelques difficultés liées à l'application des acquis nutritionnels chez des Burundaises du centre du santé de Musaga. v25(1992) no3:25-31. French. Women's Education; Health Education.

Examines nonformal education programmes for women in developing countries and nutritional education for mothers in a health centre in Burundi.

Kanachanabucha, Kanung

Southern Thailand experimental project shows how village participation can work. v19(1986) no3:37-45. English. Rural Development and Education.

The article describes a three year action research programme called the Southern Thailand Experimental Project (STEP) organized by the Nonformal Education Department of Thailand's Ministry of Education.

Kapoor, Dip

Nonformal education and rural evolution: multiple perspectives. v25(1992) no3:44-52. English. Nonformal Education; Rural Development and Education.

Argues that formal systems of education are not suited to achieve a more integrated role of education in the daily life of people. Nonformal education can offer a democratic opportunity for the pursuit and development of critical minds.

Karim, Wazir-Jahan B.

Evaluation of participatory research in developing community leadership skills. v15(1982) no4:52-60. English. Participatory Research.

Explains the dynamic process of decision-making and leadership development through participatory research, using the Malaysian experience as a case study.

Kashutin, Pavel

V. I. Lenin i narodnoe obrazovanie. v3(1970) no1:79-83. Russian. History of Adult Education; Development of Adult Education.

Lenin's contribution to adult education is noted for his decree to eliminate illiteracy, call for polytechnical education and concept of broad general education.

Kessam, Yusuif O.

A brief review of critical opinions and responses on issues facing participatory research. v14(1981) no3:52-64. English. Participatory Research.

The purpose of this article is to bring together some of the controversies on the subject in a brief and manageable form.

Adult education, development and international aid: some issues and trends. v19(1986) no3:1-12. English. International Cooperation; Development Issues.

Reports on an international seminar organized in Sweden to enable those responsible for decision-making to discuss improvements in the substance and methods of international cooperation for adult education.

Forests are wealth: Tanzania forestry campaign. v22(1989) no4:33-38. English. Environmental Education; Media.

This article describes a six-month national radio study group campaign on village afforestation.

Political education vis-à-vis adult education in Tanzania: the dynamics of their interaction. v7(1974) no4:40-49. English. National Studies/Projects/Reports.

Reviews Tanzania's philosophy of adult education in the context of the country's ideology and national development.

The New International Economic Order: education from a Third World perspective. v16(1983) no3:34-38. English. Development Issues; Development Education.

A discussion of the need for education and development in the context of the international economic system which creates the economic and political domination of the Third World nations by the West.

The voices of new literates from Tanzania. v10(1977) no3:10-13. English. Literacy Campaigns; Literacy. Excerpts from the study on the impact of the personal

and qualitative effects of literacy campaigns. The author conducted conversations with eight new literates. Three of them are reproduced here: "I was made like a plough" by Yusufu Selemeni, "Press your thumb there" by Rukia Okashi and "Intellect is wealth" by Salum Nassoro.

Kazemek, Cheryl

Systems theory - a way of looking at adult literacy education. v25(1992) no3:5-15. English. Literacy; Social Development.

The authors discuss the concept of systems theory, examine the relationship between literacy education and an individual's social context in the USA and explore the conceptual framework of a systems theory.

Kazemek, Francis E.

Adult illiteracy in the USA: problem and solutions. v16(1983) no4:24-31. English. Literacy.

The author focuses on attempted solutions to the problem of adult illiteracy, first examining the two best known approaches, and then suggesting the alternative.

Systems theory - a way of looking at adult literacy education. v25(1992) no3:5-15. English. Literacy; Social Development.

The authors discuss the concept of systems theory, examine the relationship between literacy education and an individual's social context in the USA and explore the conceptual framework of a systems theory.

Keane, Patrick

Questions from the past of appropriate methodology for adult learners. v17(1984) no2:52-64. English. History of Adult Education; Learning/Pedagogy.

This paper explores some 19th century educational writing to identify prevailing conceptions of learning environments and methodology appropriate to adult learners, and to explain their apparent lack of impact.

Kekkonen, Helena

An experiment in outreach and the pedagogy of Freire. v10(1977) no1:53-57. English. Prison Education.

Describes an experiment in outreach which was to stimulate the least educated groups into active study and to observe their progress. In the third year of experimentation, the ideas of Paulo Freire were used for a new course for a group of Finnish convicts.

Finland's experiment in outreach to people not participating in adult education. v12(1979) no3:72-77. English. Lifelong Education; National Studies/Projects/Reports - Finland.

A summary of the Finnish experiment in outreach to the educationally disadvantaged groups such as housewives, prisoners and shift workers.

Peace education is integral to adult education.

v14(1981) no4:53-58. English. Peace Education.
Focuses on the implementation of common goals and methods of peace education and their integration into adult education and international cooperation.

Peace education: the responsibility of all. v11(1978) no3/4:114-118. English. Peace Education.
Discusses the concept of peace education which, in the author's opinion, is still fairly unknown in Finland, as well as in other western countries.

Kelly, Thomas

Research in adult education in Great Britain. v4(1971) no4:33-38. English. Research/Evaluation.
The authors review educational research in the post-war years.

Kempadoo, Peter L.

Cassava bags by the roadside: impetus for an integrated village development program. v10(1977) no4:39-47. English. Community Development; Women.

Describes the reaction of women cassava workers to a social injustice which led to a group's cooperation and, finally, to a wide range of socio-economic activities which now comprise an integrated village development programme.

Kerstiens, Thom

Are non-governmental organizations "in"? v15(1982) no4:61-65. English. Development Issues.

This article is extracted from a presentation by Dr Kerstiens on the essential role of NGOs in development and the challenges they still face.

Khan, Akhter Hameed

My fifty years of literacy and adult education. v19(1986) no1:39-47. English. Rural Development and Education; Literacy.

One of the public lectures given at the University of Peshawar, Pakistan, in April 1983. This lecture is based on personal experiences, including the Camilla project in Eastern Pakistan (now Bangladesh) in the 60s.

Khan, Nighat Said

Educating each other on women's development: report on a workshop on women and development in Pakistan. v21(1988) no4:35-44. English. Women's Education; Social Development.

A report on a workshop on women and development in Pakistan. A group of 35 women gathered to analyze social factors which lead to the subordination of women and to plan a strategy for reversing the negative effects of these factors.

Khôi, Lê Thành

Literacy training and revolution: the Vietnamese experience. v8(1975) no4:29-38. English. Literacy Campaigns.

The author describes factors in the country's successful organization for national and social liberation that gave impetus to a coordinated literacy campaign.

Kidd, Bruce

First Conference on Physical Education and Sport: an agenda for the next 40 years. v10(1977) no2:79-81. English. Nonformal Education.

Summary of the report by the International Council of Sport and Physical Education which stresses the importance of physical education and sport for all.

Kidd, J. Roby

A nation of learners. v12(1979) no1/2:25-39. English. Lifelong Education; National Studies/Projects/Reports.

An examination of the development of lifelong education in the United States, including its relation to European concepts, ideas, review of legislation, finance, major events, attitude and performance of learners, concepts and future trends.

Continuing education in the professions - the pioneers: Solon, Confucius, Hippocrates. v2(1969) no3:75-79. English. Lifelong Education.

The author presents philosophical views of three outstanding individuals on education to illustrate the importance of continuing education in modern society.

Crossroads. v9(1976) no1:1-3. English. International Education; NGOs.

The article highlights some important events in 1975, presents the ICAE Secretariat and signals conferences planned for 1976.

Defeat of isolation: the isolated in education. v16(1983) no3:54-58. English. Indigenous People.

The author indicates dehumanizing consequences of isolation of indigenous groups and attempts to provide some solutions.

Developing a methodology for comparative studies in adult education. v3(1970) no3:12-26. English. Comparative Education/Studies.

The author advocates exchanges of methods of comparative studies between education and other disciplines such as sociology or religion. Concepts, activities and methods of comparative studies are also examined.

Education research needs in adult education. v14(1981) no2:53-62. English. Research/Evaluation.
An overview of research in adult education, including today's practices, new trends, future issues and strategies.

Finnish Association's planning meeting focuses on broad and enduring issues. v14(1981) no4:77-78. Eng-

lish. NGOs.

Reports on the August 1981 special review and planning conference of the 12 member organizations of the Association of Finnish Adult Education Organizations.

Perspective from Persepolis. v8(1975) no4:1-4. English. Literacy.

Introduces the Persepolis Declaration, a fundamental agreement on goals and methods of literacy work.

Postsecondary, tertiary, short-cycle, and recurrent education. v4(1971) no3:10-16. English. Higher Education.

The author points out that the problems of terminology within higher education stem from historical differences. Newly-developed postsecondary forms require preparation and professional development of faculty.

The classroom is the nation: impressions of China and Viet Nam. v11(1978) no1:82-87. English. National Studies/Projects/Reports.

Reflections from a five-week mission to China and Viet Nam that aimed at fostering relationships in adult education for mutual exchange.

The multitude of the wise: the welfare of the world - 1972 World Conference on Adult Education. v5(1972) no1:10-16. English. Development of Adult Education.

The author reviews some developments that followed the 1960 World Conference: literacy, lifelong education, participation of non-governmental agencies in adult education and the importance of nonformal education.

The Pugwash Conferences: an interview with Cyrus Eaton. v2(1969) no3:62-68. English. International Cooperation.

Focuses on the role of high level privately-sponsored conferences during which leaders in science, education and philosophy, in spite of the Cold War tensions, are able to talk to each other.

The Third International Conference: Tokyo. v5(1972) no3:15-19. English. Development of Adult Education; International Education.

The article highlights the main issues discussed at the conference.

Writing in adult education, 1972. v5(1972) no4:28-32. English. Development of Adult Education; Research/Evaluation.

The author discusses the significant writing that was in preparation for or stemmed from such developments in 1972 as the Third World Conference in Tokyo and seminar in Comparative Adult Education.

Kidd, Ross

A Botswana case study: popular theatre and development. v10(1977) no2:20-31. English. Popular Culture; Popular Education.

A case study of the experimental project combining popular theatre, rural development and extension work. The Community Awakening festival aims to promote participation and self-reliance in development and to motivate people to solve community problems.

A hands-on approach to popularizing radio learning group campaigns. v16(1983) no4:14-23. English. Media.

This article describes an attempt to popularize and promote the adoption of the Radio Learning Group Campaign, an approach to mass education used in Tanzania and Botswana.

Radio learning campaigns: the Botswana experience. v11(1978) no3/4:83-92. English. Distance Education; Development Education.

Describes Botswana's two radio learning campaigns organized on a massive scale in 1973 and 1976. Focuses on campaign planning and organization and the use of radio learning group campaigns.

Kindervatter, Suzanne

How Thai village women became adult educators. v18(1985) no3/4:116-119. English. Women; Adult Educators' Training.

Case study of an experimental programme established to enhance women's participation in economic and social development.

King, Kenneth J.

Research on literacy and work among the rural poor. v12(1979) no3:32-41. English. Literacy - Research/Evaluation; Rural Development and Education.

The author discusses two approaches to literacy research based on the principle of motivation, and suggests kinds of studies which can contribute to a better appraisal of the role of literacy.

Kinyanjui, Peter E.

Recent developments in radio/correspondence education in Kenya. v5(1972) no2:51-59. English. Distance Education; Professional Education.

A combined radio/correspondence programme for teachers who needed certificates and wanted to upgrade their professional skills is presented.

Kisosoinkole, Pumi

International Women's Year and African teachers. v8(1975) no1:25-33. English. Women; Women's Education.

The strong position of national teacher organizations in Africa and their training programmes have contributed to raising the status and role of women.

Kivisto, Kalevi

Principle of lifelong education animates Finland's comprehensive educational reform. v12(1979) no3:78-80. English. Lifelong Education; Planning/Policies.

An introduction to the extensive educational reforms underway in Finland based on the principle of lifelong education.

Knoll, J. H.

Adult education with or without the universities? v5(1972) no1:71-87. English. Development of Adult Education; National Studies/Projects/Reports.

The progress of adult education in the 1970s will depend on the support of the universities, research institutes and non-university agencies. The need for university adult education curricula and teacher training is underlined and main tasks of research outlined.

Kokorev, Igor

Svobodnoe vremya i obrazovanie vzroslykh. v3(1970) no2:64-71. Russian. Nonformal Education.

The five-day week has increased free time of employed men and, in effect, the number of workers continuing their education is high. But free time for working women is still a problem.

Kolontai, V.

Planovye problemy v "Tret'em Mire". v4(1971) no1:70-74. Russian.

The enormous planning problems of the Third World make reform of all levels of education impossible. The reorganization of economic and social structures and the expansion of government's economic functions are necessary.

Komada, Kinichi

Recent trends in adult education in Japan. v10(1977) no4:48-52. English. National Studies/Projects/Reports.

Indicates improvements in facilities, services, and government attitude. Cooperation between school education and adult education is also discussed.

The organizations of social education in Japan. v5(1972) no4:33-43. English. NGOs; Social Development.

An account of the origins and development of social education organizations.

Kondakow, Michail

Pravo byt' obrazovannym. v7(1974) no1:89-93. Russian. Social Development.

The article describes developments leading to 1973 legislation which affirms equal rights of all Soviet citizens to education.

Kong, Shiu L.

China educates the people-ocean. v7(1974) no3:32-148

42. English. National Studies/Projects/Reports.

The author maintains that deep faith in the masses is at the heart of Chinese government's policy. He describes the changed features of educational provision in China.

Konstantinov, Aleksandr

Uchebnoe teledeniye: opyt Leningradskogo Instituta. v5(1972) no2:21-25. Russian. Distance Education; Higher Education.

The organizational structure of the Institute, academic requirements and the use of TV programmes are described.

Korolev, F. F.

Vsestoronnee razvitiye chelovecheskoi lichnosti. v1(1968) no4:31-35. Russian. Lifelong Education. Soviet education seeks to further the rounded development of the individual to eradicate social division between physical and mental work.

Kotasek, Jiri

Leisure - a field of action for adult education. v2(1969) no4:19-25. English. Nonformal Education.

Leisure is viewed in the context of social structure, and its relation to work is investigated.

Kraevskii, Volodar V.

The Soviet Union's experience in the elimination of adult illiteracy. v20(1987) no2:20-25. English. Literacy. This paper on the Soviet Union's effort to eradicate illiteracy among adults was prepared for the International Seminar on Literacy in the Industrialized Countries, held in Toronto, 13-15 October, 1987. Reproduced also in v20(1987) no3/4:98-101.

Krajnc, Ana

Adult Education Meeting of Mediterranean Countries. v16(1983) no3:74. English. International Education.

Reports on the third meeting and informs on the aim of the group, problems discussed and future programmes.

Let's do away with "toy" education for women. v8(1975) no1:8-15. English. Women's Education.

The author points out that mere affirmation of women's rights to adult education is not sufficient. It is necessary to provide women with adequate vocational and professional education and make them aware of their role in society.

The future of Yugoslav adult education depends upon further research. v4(1971) no4:55-60. English. Research/Evaluation.

Historical overview of research in adult education and description of current research in Yugoslavia.

The system of values and adult education: goals and objectives. v7(1974) no4:15-23. English. Development

of Adult Education.

Every process of education must have a starting point in a clearly stated, coherent system of values. These values should stem from the most progressive social trends.

Kravchenko, A. G.

N. K. Krupskaya: k stoletiyu so dlya rozhdenia. v2(1969) no2:85-89. Russian. Adult Educators. Lenin's wife's interest in self-education as related to life experience is discussed.

Kruss, Glenda

People's education in South Africa. v21(1988) no1:17-27. English. Social/Political Action; National Studies/Projects/Reports; Popular Education. The authors focus on the People's Education movement in the context of the ongoing educational crisis which becomes a crucial part of the broader struggle for political power of the black community.

Kulch, Jindra

Adult education through a rear view mirror: the changing face of adult education over the last 25 years. v25(1992) no4:42-. English. History of Adult Education; Development of Adult Education. Outlines major trends and developments in Canadian adult education over the last 25 years.

Exchanging ideas and experience in Europe: annual international meetings at Salzburg and Porec. v3(1970) no3:55-61. English. Development of Adult Education; International Education.

The author compares two international conferences held annually; in Salzburg, where educators from the East and West discuss one particular subject, and in Porec, where participants, mainly from Eastern and Central Europe, discuss a wide range of andragogical themes.

In memory of Aleksander Kovacic. v11(1978) no1:78-79. English. Adult Educators.

A tribute to an outstanding Yugoslav adult educator associated with the Andragogical Centre in Zagreb, Croatian Association for Adult Education and the Yugoslav Association of Adult Education.

Select bibliography of periodicals in international and comparative studies relating to adult education. v3(1970) no3:82-90. English. Comparative Education/ Studies.

The author traces the origins of periodicals in comparative studies in education and in interdisciplinary comparative studies. 23 periodicals with international scope are listed.

The Czechoslovak Standard System of training adult educators. v1(1968) no1:65-68. English. Adult Educators' Training; National Studies/Projects/Reports. A comprehensive nationwide system of training part-

time adult educators and cultural workers active in the informal out-of-school system of adult learning is presented.

Training of adult educators in East European countries. v18(1985) no3/4:50-58. English. Adult Educators' Training.

A broad view of adult education in East European countries which recognizes not only historical similarities but also differences in their origins, historical development, ethnic composition and stages of development.

Kumarin, Valentin

Anton Makarenko. v4(1971) no2:85-88. English. Adult Educators. Presents educational concepts and pedagogical methods of a Soviet educator.

Kupisiewicz, Czeslaw

On some principles of modernizing the school system as a base for adult education. v5(1972) no3: 42-46. English. Development of Adult Education; Lifelong Education.

Some modernization of the school system and adult education is necessary if the lifetime process of learning is to begin well. The author states six principles of such modernization.

Kurzoneva, Adelina

Novye metody v obuchenii vzroslykh. v4(1971) no4:74-77. Russian. Research/Evaluation.

The Leningrad Research Institute is trying new teaching methods at an evening school with classes for students with work experience.

Kyrasak, J.

Comenius and all-embracing education. v4(1968) no4:80-86. English. Adult Educators; Lifelong Education.

The authors consider John Amos Comenius one of the first European educators to develop a universal theory of lifelong education.

La S. Fisher, E. A.

The search for a terminology of adult education and for better statistics: exploration in a semantic jungle. v5(1972) no4:44-49. English. Research/Evaluation; Development of Adult Education.

Examines the role of the International Standard Classification of Education (ISCED) system for educational statistics and advocates the use of more clear and acceptable terminology.

Lamichane, Shroeram

Nonformal education and rural evolution: multiple perspectives. v25(1992) no3:44-52. English. Nonformal Education; Rural Development and Education.

Argues that formal systems of education are not

suited to achieve a more integrated role of education in the daily life of people. Nonformal education can offer a democratic opportunity for the pursuit and development of critical minds.

Lampikoski, Karl

Integrating study guidance in distance education. v11(1978) no3/4:100-107. English. Distance Education.

This paper describes a project undertaken by the Institute of Marketing in Helsinki. The objective was to develop the educational activity corresponding to the new requirements of the field and to the growing possibilities of distance education.

Larkins, Kenneth

Tihar reform school. v21(1988) no1:70-77. English. Prison Education.

The author describes his work as an adult educator in the Tihar Jail in India, identifies main problems that he encountered and underlines the importance of educational reform in prison education.

Law, Phillip

Problems in the coordination of CAE's, universities, and teachers' colleges in Australia. v4(1971) no3:34-41. English. Higher Education; Planning/Policies. This article describes the evolution of the CAE's and discusses the organizational problems such as planning and financing of a multi-college system.

Lazarus, Ruth

Reflections on creating a "literate environment". v15(1982) no3:67-72. English. Literacy. Emphasizes the need for a creation of the "literate environment" with the retention of literacy and provision of continuing education as the two crucial elements.

Le Brun, Olivier

L'expérience de la reconversion des foyers d'animation de la jeunesse en Algérie: le rôle de la recherche. v8(1975) no4:72-80. French. Young Adults; Community Development.

Description of a failed experiment to organize youth agencies into centres offering basic education through practical and community development work.

Leach, Pamela

The re-education of young adults in prison: a personal account from Burkina Faso. v22(1989) no2/3:106-114. English. Prison Education. The author writes about the erosion of the traditional education system and new efforts to fill the vacuum and establish new programmes within the existing system.

Lebediev, Oleg

Leningradskii opyt po obucheniyu vzroslykh. v2(1969) no3:57-61. Russian. Development of Adult

Education.

The Research Institute of Evening Schools has successfully tried three approaches: 1-individual study groups; 2-combined full-time and correspondence programmes offered in six one-week study sessions; 3-differentiated training.

Leeming, Owen

Les Dakaraises à l'école du petit écran. v1(1968) no2:51-53. French. Media; Health Education.

Reports on the first two years of a six-year experiment that began in 1966 in cooperation between Unesco and Senegal. An international team developed programme techniques for reaching underprivileged adults and started with health education directed towards women.

Legge, C. D.

Training adult educators in the United Kingdom. v1(1968) no1:55-59. English. Adult Educators' Training.

The author outlines problems of training adult educators and differentiates between needs of those in initial training, teachers with some experience, organizers and administrators, and advanced training for full-time personnel.

Legge, Derek

First Conference on History of Adult Education. v19(1986) no2:74-76. English. History of Adult Education.

Reports on the conference held in Oxford, England, 14-17 July 1986.

Training of adult education workers in West Europe. v18(1985) no3/4:59-66. English. Adult Educators' Training.

Provides different points of view on the question of the development of training of adult educators and describes different types of training, methodology and content.

Leighton, D.S.R.

L'Institut pour l'Etude des Méthodes de Direction de l'Enterprise. v3(1970) no4:84-87. English. Professional Education; Higher Education.

The Institute in Lausanne, Switzerland is to launch master's degree programmes similar to the Harvard M.B.A. The curriculum of the programme is discussed.

Leis, Raúl (Olotilakiler)

La casa de Ibeorgun: la democracia de los Kunas. v25(1992) no1:41-49. Spanish. Indigenous People.

This article presents the Kuna community, inhabiting the islands of the coast of Panama, as an example of Indigenous political and social organization based on history and tradition.

Lengrand, Lucienne

La formation des cadres de l'éducation populaire en

France. v2(1969) no1:55-60. French. Adult Educators' Training.

The concept of animation and the role of the animateur are changing adult education in France. Today some 2000 animateurs are working in non-governmental organizations but the need for the year 1985 is estimated at 50,000.

Longrand, Paul

L'aspect éducatif dans la relation mutuelle entre les hommes et les femmes. v8(1975) no1:82-90. French. Women; Women's Education.

In this interview Longrand presents the thesis that the failure or success of the relationship between men and women depends on the educational relationship between them. Their roles are, and should be, those of mutual educators.

L'éducation des adultes en France depuis 1968. v25(1992) no4:65-72. French. History of Adult Education; Development of Adult Education.

Reviews the state of adult education provision and legislation in France over the last 25 years.

L'éducation des adultes et le concept de l'éducation permanente. v3(1970) no2:25-36. French. Lifelong Education.

While traditional adult education has focused on remedying the shortcomings of basic education, lifelong education must reject an age limit, eliminate the concept of failure and success, bring out the originality of each individual.

Les insuffisances de l'éducation. v6(1973) no2:8-16. English. Social Development; Nonformal Education.

The author points out that communication between the world of school and the work life of the majority of men and women is accidental and intermittent.

Trois exemples d'application du concept d'éducation permanente. v1(1968) no4:6-11. French. Lifelong Education.

Three aspects of Unesco activities for lifelong education are literacy, youth activities and a new approach to educational planning.

Léon, A.

Les recherches sur l'éducation des adultes en France. v4(1971) no4:13-22. French. Lifelong Education - Research/Evaluation; Professional Education - Research/Evaluation.

Growing interest in professional continuing education led to some general questions about the nature of adult education and to its evaluation through research.

Leumer, Wolfgang

Cooperating or campaigning for literacy? Discussion paper invites dialogue. v17(1984) no3:52-54. English. Literacy.

A discussion paper, prepared for the Berlin Seminar, and disseminated by the authors to invite dialogue on the issue of literacy for development.

Lewis, Linda

Women, computers and adult education: liberation or oppression? v17(1984) no4:5-16. English. Technological Advancement; Women's Education.

The authors discuss how technological advancement influenced the development of a "binary system of education" and talk about strategies for enabling more women to make the new technologies respond to their own needs.

Lhamsoursen, Miatavin

Training for development in Mongolia. v15(1982) no1:79-80. English. Training; Vocational Education. Reports on the organization of vocational training centres and vocational and technical schools, which form the basis for development of the skilled workforce in Mongolia.

Lima, Lelino

Adult education and community development: experiences from programs in northern Portugal. v17(1984) no4:17-26. English. Community Development.

This article describes two research projects based on the potential for adult education and community development that exist in Portugal's long tradition of popular associations.

Limam, Danielle

L'éducation de la femme en Tunisie: son évolution. v2(1969) no2:70-72. French. Women's Education.

After Independence, the Code of 1956 gave women in this Moslem country equal rights but the social pattern of male domination is difficult to overcome. Literacy programmes and distance education for women have been developed.

Lindsey, J.K.

Participatory research: some comments. v9(1976) no3:47-50. English. Participatory Research; Research/Evaluation.

Analyzes some inherent handicaps of participatory research in the context of the continuing debate over objectivity in social research.

Lipeovich de Querol, Tamara

Panorama de la educación femenina en el Perú. v2(1969) no2:37-47. Spanish. Women's Education.

Statistical data on illiteracy and secondary education in Peru are provided. In this context, the authors discuss the problems of women's education. Bibliography included.

Lippin, Tobi

Towards a new science: control and accountability in collaborations between workers and scientists.

v22(1989) no2/3:64-74. English. Health Education - Research/Evaluation; Technological Advancement - Research/Evaluation.

The authors describe the experiences of the North Carolina health survey that focused on problems associated with stress among office workers, including a special section for operators of video display terminals.

Litalos, Socrates

Primary health care and adult education: opportunities for the joining of forces. v15(1982) no2:14-22. English. Health Education.

The article explains how such movements as Health For All By The Year 2000 can contribute to the promotion and implementation of primary health care.

Liveright, A. A.

Liberal education - defined and illustrated. v3(1969) no4:4-7. English. Nonformal Education.

The author proposes the basic definition of liberal education and argues that any attempt to determine its meaning inevitably leads to more elaborate and universal formula.

London, Jack

Reflections upon the relevance of Paulo Freire for American adult education. v6(1973) no1:48-61. English. National Studies/Projects/Reports; Development of Adult Education; Social Development.

The author's critical views on the American educational system underline the importance of Paulo Freire's ideas for American education in the future.

Long, Peter

The communication satellite as educational tool. v15(1982) no1:45-56. English. Media; Technological Advancement.

An examination of implications of using communication satellite for adult education in Australia.

López, Gilberto

El museo nacional de antropología de México. v3(1970) no2:76-82. English. Indigenous People; Nonformal Education.

Mexico's famous National Museum of Anthropology, built in 1960, concentrates on the cultural panorama of Indigenous People and their civilization.

Lorenzetto, Anna

The Cuban Literacy Campaign. v1(1968) no3:46-51. English. Literacy Campaigns.

The authors discuss main characteristics of the Cuban Literacy Campaign: organization of voluntary literacy workers and persuasive use of media.

The cultural dimension of adult education: permanent education. v6(1973) no3/4:67-77. English. Lifelong Education.

The author describes lifelong education as distinctive

from adult education, and emphasises its universal importance.

The experimental projects sponsored by UNESCO and the revolutionary element in literacy. v1(1968) no3:31-36. English. Literacy Programmes; Literacy.

The author places emphasis on the cultural element inherent in literacy development, touches on programmes linked with revolutionary movements and stresses the importance of the relationship between literacy and continuing education.

Loring, Rosalind K.

The multi-levels of continuing education: federal, state and local institutions. v12(1979) no1/2:40-50. English. Lifelong Education; Planning/Policies.

This excerpt from a larger study outlines the multi-level policy that shapes continuing education in the USA.

Women in the profession of adult education. v8(1975) no1:49-56. English. Women; Adult Educators.

The field of adult education suffers from lack of research on the role and status of women professionals in adult education.

Lovett, Tom

Community education and community division in Northern Ireland. v23(1990) no2:25-34. English. Community Education; Residential Education.

An account of the author's community education work in Northern Ireland as a means to bridge the divide between the Catholic and Protestant working class. The author is the winner of the 1985 J. Roby Kidd Award.

The challenge of community education in social and political change. v11(1978) no1:42-51. English. Community Education; Social/Political Action.

This article describes and analyzes two contrasting models for community education and the role of adult education in social and political change.

Lowe, John

Comparative adult education in the U.K. v3(1970) no3:48-49. English. Comparative Education/Studies.

The author shares his experience of teaching comparative adult education in the postgraduate diploma course in adult education at the University of Edinburgh.

Research priorities in adult education in developing countries. v4(1971) no4:78-83. English. Research/Evaluation.

The author explains why research in adult education should be of high priority for the developing countries.

Lucas, Christopher J.

Mass mobilization for illiteracy eradication in Iraq. v15(1982) no3:19-27. English. Literacy Campaigns; National Studies/Projects/Reports.

Focuses on the organization of Iraqi literacy campaign in late 1979, with an emphasis on planning, mass mobilization and assessment.

Lumbard, John

Issues for pre-retirement education. v18(1985) no1/2:43-49. English. Older Adults.

The author analyzes the system of pre-retirement education in the United Kingdom, focusing on such issues as programmes of activity, new kinds of learning and some other trends.

Lyou, Gi Hyung

The toy animal project of Yung-Shin village. v13(1980) no1/2:92-98. English. Community Development; Rural Development and Education.

The villagers' interest and participation in development is assessed in the context of the New Village Movement which began in 1970.

Lyster, Elda

Adult basic education in a rural development project: a micro-level case study. v24(1991) no1/2:32-39. English. Literacy; Rural Development and Education.

A case study of the Mboza Village Project, in Natal, South Africa. The project raises important questions on the teacher's training, methodology and the role of literacy in a specific rural development project.

Lyubashevskii, Yuri

Svobodnoe vremya i obrazovanie vzroslykh. v3(1970) no2:64-71. Russian. Nonformal Education.

The five-day week has increased free time of employed men and, in effect, the number of workers continuing their education is high. But free time for working women is still a problem.

Lyutikas, Vitautas

Shkoly dlya vzroslykh v Litve. v6(1973) no2:87-90. Russian. National Studies/Projects/Reports; Lifelong Education.

A continuing growth in general education for adults in evening and correspondence departments of post-secondary institutions is described.

M'Bow, Amadou-Mahtar

Adult education central to development/L'éducation des adultes au centre du développement. v16(1983) no1:27-31. French; English. Development Education. M'Bow's address was the first presentation during the opening session of the ICAE Conference held in Paris, October 1982. His comments relate to the central theme of the conference "Towards an authentic development: the role of adult education".

La Conférence et les objectifs. v5(1972) no1:4-6. French. Basic Education; Lifelong Education.

During the World Conference on Adult Education in Tokyo, Japan, discussions focused on basic and continuing education.

"The world is a single entity". v7(1974) no4:10-14. English. Peace and Human Rights.

Excerpts from the address by the new Director General of Unesco which affirms conviction that the fundamental values of humanity are the same anywhere in the world.

Macabi, Gullhermina

Community education in Mozambique. v24(1991) no1/2:40-45. English. Community Education; Literacy.

The article focuses on an integrated community education project, whose main objective was to help the population to solve their own problems using locally available resources.

MacBride, Sean

International Commission for the Study of Communication Problems. v11(1978) no3/4:108-110. English. Media; NGOs.

Outlines origins, mandate, members and work of the Commission.

MacCall, Brian

Popular participation, research and new alliances. v14(1981) no3:65-73. English. Participatory Research.

The author suggests the need for more emphasis on popular participation of rural people in the development process, focusing on a particular role of participatory research.

MacDonald, Jeff

Adult refugee education in Portland, Oregon, U.S.A. v23(1990) no3:71-82. English. Refugees; Training.

Among educational programmes offered to refugees in Portland, Oregon, the main focus is on the Pre-Employment Training (PET). This article discusses its values as well as drawbacks.

Macharia, David

The education of adult refugees in Somalia. v23(1990) no3:11-22. English. Refugees.

Provides information on the refugee population and education in Somalia, outlines the situation of education for adult refugees, focusing on factors influencing its provision and programme implementation.

Machayekh, Farideh N.

L'alphabétisation des adultes en République Islamique d'Iran. v16(1983) no4:65-75. French. Literacy.

The article examines the objectives, administrative structures, teachers' training, as well as teaching methods and materials used in class in a five-month basic literacy programme.

Machila, Margaret

Women, peace and development in Southern Africa. v22(1989) no1:75-81. English. Peace and Human Rights; Women.

Argues that true peace and development can only be attained through self-determination and autonomous direction and describes how women in Southern Africa struggle with the injustice of apartheid and structural violence.

MacIsaac, Peggy

Pioneer of social change, Father George Topshee, dies. v17(1984) no1:63-65. English. Adult Educators. An article written in memory of a Father Topshee, former Director of the Coady International Institute, who was deeply involved in the work of self-education and community cooperation programmes, known internationally as the "Antigonish Movement".

Macleod, Betty

Education and aging in Canada. v18(1985) no1/2:113-116. English. Older Adults.

The author explains why providing education for the older population makes sense from both society's and the individual's point of view.

Macleod, Catherine

Exchanging the heart of the Huapango with the soul of Africa. v22(1989) no2/3:120-131. English. Popular Culture.

The author reports that Los Leones de la Sierra de Xichu, a group of musicians of the Huapango tradition toured the frontline States of Southern Africa in support of the adult education movement.

MacNeil, Teresa

The making of a responsible person. v7(1974) no3:14-17. English. National Studies/Projects/Reports; Culture and Development.

To both authors, China appears to be a learning society providing opportunity for its people to learn in practical ways and in diverse settings.

Mediath, Anthya

Converting the have-nots to haves. v23(1990) no2:20-24. English. Social Development; NGOs.

The author, a winner of the 1986 J. Roby Kidd Award, describes the philosophy, directions and activities of the Gram Vikas, a non-profit, non-governmental organization, whose goal is to secure the liberation of all people who are weak and powerless because of the increasing impact of grinding poverty.

Magange, C.K.

Programmed learning among adults in Tanzania - an experimental research. v7(1974) no2:17-26. English. Learning/Pedagogy; Research/Evaluation.

An interim report of an experimental research on the possibilities of using programmed learning in teach-

ing adults. Includes comparisons between programmed learning and conventional face-to-face teaching.

Maheu, René

1970 - International Education Year. v3(1970) no1:12-13. English. International Education; Social Development.

An opening address of the Director General of Unesco for International Education Year stressing that education is a basic right of every human being and a necessary factor of democracy and progress.

Pour une éducation permanente. v1(1968) no1:4-7. French. Lifelong Education.

The rapid advance of scientific and technological knowledge and far-reaching economic and cultural changes mean that compromises and half-measures are not enough. A radical revision of content, methods and systems of adult education for an integrated lifelong education plan is needed.

Mair, Lucille

Meanings and implications of the expanded concepts of development for action. v9(1976) no4:60-68. English. Social Development; Women.

Stresses the need for such models of development that are based on the fundamental needs of population. Emphasizes the role of women as agents of development.

Maitra, Satyen

The public library and adult education in India. v7(1974) no2:72-76. English. Literacy.

Libraries in India have a particular role in providing literature and information, and in searching out the needs of both rural and urban people for literacy training.

Majanja-Zaali, I.M.

The Ugandan literacy experience. v24(1991) no1/2:19-24. English. Literacy; NGOs.

Provides information on the National Adult Education Association in Uganda, a voluntary organization formed in 1980 with the fundamental aim of promoting literacy.

Maksimenko, Fedor

Povyshenie kvalifikatsii sovetskikh uchitelei. v3(1970) no4:29-34. Russian. Professional Education. Describes the retraining courses which are offered by various Soviet institutions to raise teachers' qualifications.

Malamah-Thomas, David H.

Community theatre with and by the people: the Sierra Leone experience. v20(1987) no1:59-68. English. Popular Culture; Culture and Development.

Discusses some aspects of theatre for development seen as a means of fostering participation, and de-

scribes a two-week workshop on Community Theatre for Integrated Rural Development, held at Fourah Bay College, Sierra Leone, November 1986.

Malkova, Zoya

Research in comparative education at the U.S.S.R. Academy of Educational Sciences. v3(1970) no4:24-28. English. Comparative Education/Studies - Research/Evaluation.

Comparative research covering several countries has enabled researchers to make forecasts concerning development of schools and teaching methods.

Mallette, Carol

A note from a Ghanaian field project. v8(1975) no4:65-71. English. Rural Development and Education - Research/Evaluation.

Second article on a case study research project on rural adult learning in Ghana and Sri Lanka. Describes both the method and conduct of the field project in a Ghanaian village.

Mallette, Carol A.

Rural adult learners in Asia and Africa: a research concept. v7(1974) no3:69-76. English. Rural Development and Education - Research/Evaluation.

First of the three articles on a research plan to investigate process and patterns of learning of rural adults in Ghana and Sri Lanka. Outlines stages, assumptions, procedures and implications of the case study research.

Mandel, Thomas F.

Alternative futures and adult education. v8(1975) no3:53-63. English. Planning/Policies; Social Development.

This article presents a summary of an alternative futures approach developed for adult education planning, and describes three different future scenarios.

Mani, Suha

Literacy and adult education in the Occupied Territories. v24(1991) no1/2:46-52. English. Literacy; Social/Political Action.

Literacy and adult education in the Occupied Territories are discussed in relation to the social, economic and political conditions of the Palestinians. With this background, the author stresses the fact of occupation and repressive measures of the last 23 years.

Manniche, Peter

The international people's college of Elsinore. v3(1970) no3:69-75. English. Residential Education; International Education.

The history of the college in its early years. The concept of manual work, financial resources, and international solidarity between the students is discussed.

Mansbridge, Albert

The multitude of the wise, the welfare of the world. v1(1968) no4:1-3. English. Lifelong Education; Development of Adult Education.

Excerpts from the inaugural address to the 1929 World Conference on Adult Education by a pioneer educator who helped to establish adult education on three continents.

Marika, Raymattja

Always together, Yaka Gana: participatory research at Yirrkala as part of the development of a Yolngu education. v25(1992) no1:23-40. English. Indigenous People; Participatory Research.

A major transformation in education has occurred through the use of a participatory research approach. This paper outlines some of the important aspects of the use of research in the development of education and schooling at Yirrkala, in the Northern Territory of Australia.

Marino, Dian

Learning to work diagonally: a self-reliant scavenger community in Indonesia. v22(1989) no4:39-44. English. Environmental Education; Community Development.

This photo essay attempts to present a ten-year consultative process between a variety of institutions and a small community of scavengers, and shows how this action led to the social learning of all participants.

Markushevich, A.

Kuda idet obrazovanie? v6(1973) no1:37-44. Russian. Culture and Development; Development Education.

The authors propose the concept of education which integrates two complementary tasks: the assimilation of culture evolved by humankind, and the development of capacity to contribute to that culture.

Marshall, Doris

Living the later years. v7(1974) no3:25-28. English. Older Adults.

The article describes dignity and respect accorded to the elderly and the important role they are assigned in China.

Marshall, Judith

Gracias, Nicaragua! Obrigado, Brazil! South-South exchanges as an approach to staff training. v23(1990) no1:100-107. English. Adult Educators' Training; Literacy; Popular Education.

This paper is part of a kit of training materials Training for empowerment, in which the participants in the South-South exchange have reported on their experiences in Nicaragua and Brazil in staff training for literacy and adult education.

The elusive art of NGO literacy: some issues and reflections. v24(1991) no1/2:93-104. English. Literacy; NGOs.

The international consultation on NGO literacy, organized in Namibia in October 1990, showed the elusiveness and complexity of the issue. This article summarizes the main points of the discussion and the major outcomes of the consultation.

View from the grassroots and shop floor. v24(1991) no1/2:3-7. English. Literacy; NGOs. Concentrates on the review of NGO literacy world-wide, the theme of the international consultation in Namibia, October 1990. The gathering of 34 women and men was organized by ICAE as a part of its programme for International Literacy Year.

Martin, Carol

Kenya project to reduce small-farm crop losses. v17(1984) no3:75-76. English. Rural Development and Education.

Describes the On-Farm Grain Storage Project in Western Kenya, developed to reduce grain losses.

Martin, D'Arcy

Convergence flashback to 1960s and 1970s. v16(1983) no3:5-22. English. Development of Adult Education. An overview of the past 16 years of the journal, including Roby Kidd's first editorial and reprint of English and Spanish version of "Pedagogy and politics: adult education in Latin America" by D'Arcy Martin, first published in v4(1971) no1.

Pedagogía y política: la educación de adultos en América Latina. v4(1971) no1:54-60. Spanish. Social/Political Action.

According to Unesco's experts and Paulo Freire, educational planning in Latin America is not politically neutral. Therefore adult educators should work with popular organizations capable of organizing unified actions.

Mason, Horace

Fundamental education and functional literacy - problems and possibilities. v6(1973) no3/4:55-63. English. Functional Literacy.

An overview of some recent developments and programmes in functional literacy. The author comments on some aspects of current strategies and offers some suggestions for possible action on a Commonwealth basis.

Mathur, Anita

Participatory training for illiterate women trainees. v19(1986) no1:20-23. English. Women; Adult Educators' Training.

A brief case study on the training of illiterate tribal women being educated to act as village animators and instructors of centres for pre-school children.

Mathur, J. C.

Cultural role of mass media in transitional societies. v1(1968) no2:46-50. English. Media; Culture and

Development.

The author points out that mass media should not create uniformity but reflect indigenous and local forms of expression such as traditional and folk forms of music, drama, dance and film.

Matshazi, Meshack J.

Mother tongue literacy: the importance of learning to read and write in one's mother tongue. v20(1987) no3/4:50-53. English; French. Literacy.

The topic of learning in one's mother tongue is examined against a broad discussion of the problem of illiteracy, particularly in the developing countries.

Matthews, Joseph

Cooperative extension in adult education. v2(1969) no1:37-43. English. Rural Development and Education; Cooperative Education.

Work in cooperatives is described from a historical perspective, and their current structure and activities such as the 4-H Club programme, agricultural programmes and home economics are discussed.

Matusse, Francisco

Education for adult Mozambican refugees in Swaziland. v23(1990) no3:23-36. English. Refugees. The authors write about political and economic difficulties in providing successful educational programmes for Mozambican refugees in Swaziland. In their opinion, these programmes are limited and poorly attended.

Maydl, Premysl

Comparative research project on organization and structure of adult education in Europe. v19(1986) no3:61-69. English. Development of Adult Education; Nonformal Education.

The article describes the activities of the European Centre for Leisure and Education.

McIlroy, John

Waves in British workers' education. v22(1989) no2/3:33-46. English. Workers' Education.

Analyzing the development of workers' education in the United Kingdom, the author detects its four main stages, and concludes that a long-term tendency seems to be trade union training in applied industrial relations, which excludes a broader education.

McLean, Leslie D.

Evaluating educational technology. v1(1968) no2:62-68. English. Technological Advancement.

The author discusses some shortcomings in the techniques of development of new educational products and the use of the computer as an example of positive and negative potential of technology.

McLeish, John A. B.

Continuing professional education in Canada. v3(1970) no4:76-83. English. Professional Education;

Lifelong Education.

Overview of innovation and experimentation and their major problems and needs in continuing professional education in Canada.

McNamara, Robert S.

The shape of our response. v5(1972) no4:7-11. English. Development Issues.

The president of the World Bank Group attempts to identify the needs of developing countries and formulates future tasks for all nations.

Medina Fernández, Oscar

Illiteracy in Spain. v20(1987) no3/4:108-109. English; French. Literacy.

This paper examines statistical data on illiteracy in Spain and informs on the main literacy providers in this country.

Medlin, William K.

A model for planning rural education development: synthesis of experiences in non-industrial societies. v16(1983) no2:30-41. English. Planning/Policies; Rural Development and Education.

The analysis and proposed model drawn from ten case studies on agricultural development, performance and efficiency of rural workers.

Meech, Alan

Tutorial support in distance education: a Canadian example. v11(1978) no3/4:93-99. English. Distance Education; Higher Education.

This article describes methods used by the Athabasca University, in Alberta, Canada. This institution specializes in open distance education at the post-secondary level.

Mehran, Golnar

The creation of the new Muslim woman: female education in the Islamic Republic of Iran. v24(1991) no4:42-52. English. Women's Education.

Comments on changes and innovations in the Iranian educational system that, in the author's own words, aims at bringing about the new Muslim women, the ideal female citizen of Iran.

Mehta, Prayag

Dynamics of adult learning and development. v11(1978) no3/4:36-43. English. Development Education; National Studies/Projects/Reports.

Outlines the socio-economic context of the National Adult Education Programme in India. The main focus is on the dynamics of the overlap between adult education and development.

Meijer, Marijke

Supporting the self organization of women refugees. v23(1990) no3:83-86. English. Refugees; Women.

Presents different ways of self-support of women refugees, providing examples of women's refugee

groups from the Netherlands.

Meister, Albert

Le problème des résistances paysannes à la modernisation. v8(1975) no4:59-64. French. Rural Development and Education.

The so-called resistance and apathetic attitude of peasants to change, really stems from the fact that they are not involved in the development process as its active participants.

Mellor, Mary

Ethics and accountability: participatory research in a worker co-operative. v21(1988) no2/3:73-84. English. Participatory Research.

The author explores the aims of participatory research through her involvement with a garment workers' cooperative in the North East of England.

Melo, Alberto

Portugal's experiences of reform through popular initiative. v11(1978) no1:28-40. English. Social/Political Action; Development of Adult Education; National Studies/Projects/Reports.

Soon after the end of the 50 year regime in Portugal (1974), the country entered into a process of dynamic educational reform. Experiences of grassroots and popular groups' initiatives are described.

Mendis, George

Curriculum design for workers' education. v22(1989) no2/3:29-32. English. Workers' Education.

An overview of the activities of the Institute of Workers' Education of the University of Colombo that has developed a variety of courses for workers.

Mernagh, Geraldine

Why do we have a literacy problem among adults in Ireland? v24(1991) no1/2:70-79. English. Literacy.

This article deals with the issue of development of literacy provision in Ireland and describes some features of the development of the adult literacy movement in this country.

Merriam, Sharan

Training adult educators in North America. v18(1985) no3/4:84-93. English. Adult Educators' Training.

This article focuses on several problems related to adult educators' training and analyzes training, primary roles and functions of North American adult educators.

Merrifield, Juliet

Towards a new science: control and accountability in collaborations between workers and scientists. v22(1989) no2/3:64-74. English. Health Education - Research/Evaluation; Technological Advancement - Research/Evaluation.

The authors describe the experiences of the North Carolina health survey that focused on problems

associated with stress among office workers, including a special section for operators of video display terminals.

Merrill, D. Ewert

Proverbs, parables and metaphors: applying Freire's concept of codification to Africa. v14(1981) no1:32-43. English. Popular Culture; Social/Political Action; Empowerment.

This case study focuses on the use of parables, proverbs and metaphors as codification in an educational programme in rural Zaire. Its thesis is that Freire's concept of codification has tremendous conceptual power for transforming perspectives and providing hope.

Messier, Guy

TEVEC - Une expérience d'éducation globale. v1(1968) no2:42-45. French. Basic Education; Media. Basic education for men and women in underprivileged areas of Quebec is offered through television, correspondence courses and social animation methods.

Mhalki, Paul J.

Political education and adult education. v6(1973) no1:15-21. English. Social/Political Action.

The author underlines the role of political education for decolonization and international understanding.

Michener, Nora Willis

A personal message. v2(1969) no2:5-7. English. Women's Education.

Wife of the Governor General of Canada describes some personal experiences that motivated her to continue education.

Mikkelsen, Kent

Environment and adult education - towards a Danish dimension. v25(1992) no2:71-74. English. Environmental Education; NGOs.

The 92-Group was established under the Danish Our Common Future Campaign to provide information to the public about the United Nations Conference on Environment and Development (UNCED), and to initiate discussion of the main issues around the Conference.

Miller, Louise

The approach of popular literacy groups in Quebec. v20(1987) no3/4:31-35. English; French. Literacy. Presents the approach and practices developed by some 30 community groups who are members of the Regroupement des groupes populaires en alphabétisation du Québec (Quebec Coalition of Popular Literacy Groups).

Miller, Nod

A dialogue on the curious history and dubious future of transformative research. v24(1991) no3:42-49. English. Transformative Research.

In this dialogue, the authors express their concerns and beliefs on the nature, development and directions of transformative research.

Miller, Paul A.

Adult education, science and technology. v13(1980) no3:39-45. English. Technological Advancement; Development Education.

Analyzes the meaning of science and technology and their role in development and educational processes.

UN Conference on Science and Technology: significance for adult education. v12(1979) no4:9-16. English. Technological Advancement; International Education.

Reports on the topics discussed during the conference held in Vienna, August 1979.

Milsom, R.C.

Residential education: a British example. v7(1974) no2:87-90. English. Residential Education.

Students of Fircroft College are drawn from among adults with some working experience and involvement in their communities. A liberal education is provided to both domestic and overseas students.

Mische, Patricia M.

Toward a pedagogy of ecological responsibility: learning to reinhabit the Earth. v25(1992) no2:9-25. English. Environmental Education.

If people and governments are to take responsibility for the environment, the new learning must include a better understanding of the upper and lower limits for ecological health and the Earth's living processes.

Mitterrand, François

Unir nos forces pour un vrai développement/The joining of forces for an authentic development. v16(1983) no1:16-26. French; English. Development Education; International Education.

An address of the president of France, François Mitterrand to the participants of the opening session of the Conference of the International Council for Adult Education, held in Paris, October 82.

Mitton, Roger

Distance education research on understanding print. v10(1977) no3:30-33. English. Distance Education; Media.

Describes research undertaken by the Lesotho Distance Teaching Centre on people's ability to understand text and illustrations in order to identify the potential audience for two media: radio and print.

Mlambo, Nombeko

Literacy and women in South Africa: an alternative approach to learning. v20(1987) no3/4:58-60. English; French. Literacy and Women.

The author shares some reflections on literacy work with women's groups in Cape Town, South Africa,

under the auspices of the Council for Black Education and Research Trust.

Mohamed, Omar

Now I can understand and be better understood. v10(1977) no1:42. English. Literacy.

Extract from the report of the Somalia Literacy Campaign on the experience of being literate from the learner's point of view.

Mohle, Horst

Progressive changes in the content and methods of extramural studies at the Karl Marx University, Leipzig. v5(1972) no2:37-42. English. Distance Education; Higher Education.

The author analyzes the process of reshaping the content of university courses, and changes in teaching methods and standards.

Moore, Michael G.

Learner autonomy: the second dimension of independent learning. v5(1972) no2:76-88. English. Distance Education.

The author seeks a common point of a wide range of distance education programmes, and indicates that one such factor is the learner's autonomy.

Moriarty, Pia

A Freirean approach to peacemaking. v22(1989) no1:25-36. English. Peace Education.

The author writes about the Nuclear Disarmament Project (NDP), which was to design and implement broad-based educational programmes on the teaching of the church regarding nuclear weapons and the arms race, by recreating a problem-posing approach inspired by the educational philosophy of Paulo Freire.

Morin, Lucien

Pourquoi pas des prisons à vocation éducative? v16(1983) no2:70-77. French. Prison Education; Criminal Justice.

The authors argue the need for serious thought about radical alternatives to the present unsatisfactory philosophy and function of penal justice and the penitentiary system.

Mounolou, Jean

Le perfectionnement des instituteurs en France. v3(1970) no4:20-23. French. Professional Education. The experimental courses launched in France in 1969 for further training of teachers showed that teachers were interested in educational change if the courses applied research and theory to practical classroom activities.

Mudatsir, Hadimulyo Arief

An Indonesian training program in action research and community development. v19(1986) no1:27-31. English. Adult Educators' Training; Community De-

velopment.

An overview of a special training programme, initiated by a non-governmental agency to generate grassroots social transformation through the organization and education of groups in the villages.

Mulira, Enoch E.K.

Need new NGO cooperation on key development issues. v17(1984) no3:56-58. English. International Cooperation.

Provides suggestions for a joint action of several international development agencies to assist developing countries.

Müller, Josef

Illiteracy: no field for fast results. v17(1984) no3:43-46. English. Literacy.

The author analyzes questions and issues debated during the International Seminar on Cooperating for Literacy, held in Berlin, October 1983. Particular attention was paid to the resurgence of literacy needs and the priorities of literacy work.

Murphy, Michael W.

Measured steps towards equality for women in Ireland: education and legislation. v8(1975) no1:91-100. English. Planning/Policies; Women's Education. The article describes legislative measures and programmes organized at the governmental level and by voluntary organizations pertaining to the issues of equality for women.

Murphy, Terry

Adult education and training of "barefoot" cadres. v15(1982) no2:91. English. Health Education; Training.

Comments on the need for training of health paraprofessionals in the developing world.

Residential education: a British example. v7(1974) no2:87-90. English. Residential Education.

Students of Fircroft College are drawn from among adults with some working experience and involvement in their communities. A liberal education is provided to both domestic and overseas students.

Mutava, Dominic M.

Training trade union trainers in Zambia. v18(1985) no3/4:133-136. English. Training; Workers' Education.

This paper examines the training programme for workers' education by analyzing background as well as content and approach of a modular system.

Mwanakatwe, J. M.

Adult education and political and social change. v3(1970) no1:26-38. English. Social/Political Action. Education is a political imperative for Africa: it protects against corruption, unites disparate people, assures individual development within a society and trains future leaders.

Nalk, J. P.

A crash program for the education of out-of-school youth in the age group 14-21. v5(1972) no1:27-36. English. Young Adults.

Proposes the development of a programme for the out-of-school young persons aged 14-27. The programme would have a strong vocational core.

Napoli, Anna

Literacy and immigrant communities in industrialized countries: the case of Italy. v20(1987) no3/4:41-43. English; French. Literacy.

Explores the educational needs of immigrants in Italy and describes specific literacy projects aimed at this group of society.

Nattress, LeRoy Wm.

Continuing education for the professions in the United States. v3(1970) no4:42-50. English. Professional Education; Lifelong Education.

The study evaluates the models of continuing education for the clergy, lawyers and physicians by discussing their objectives, subject matter, application, readiness to change, learning experience, criterion performance.

Nayar, D. P.

Gandhi and adult education. v3(1970) no2:83-94. English. Adult Educators.

The author describes the goals of Gandhi's non-violent revolution, his pragmatic approach and three main points of his programme: economic activity, literacy and health.

Nelja, Karel

The Cuban Literacy Campaign. v1(1968) no3:46-51. English. Literacy Campaigns.

The authors discuss main characteristics of the Cuban Literacy Campaign: organization of voluntary literacy workers and persuasive use of media.

Nettleford, Rex

Ideology and nation building: implications for adult education, training and development. v15(1982) no1:27-37. English. Development Issues; Social/Political Action.

Some issues of ideology and nation building are discussed in the context of development, cultural action and social change in the Caribbean.

Neves, Helen

Role of the women's movement in literacy campaigns: the Portuguese experience. v15(1982) no3:73-76. English. Literacy and Women; Literacy Campaigns.

Describes the role of the Democratic Movement of Portuguese Women in a literacy campaign.

Ngurruwutthun, Dayngawa

Always together, Yaka Gäna: participatory research 160

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at Yirrkala as part of the development of a Yolngu education. v25(1992) no1:23-40. English. Indigenous People; Participatory Research.

A major transformation in education has occurred through the use of a participatory research approach. This paper outlines some of the important aspects of the use of research in the development of education and schooling at Yirrkala, in the Northern Territory of Australia.

Nichter, Mark

Health education by appropriate technology: using the familiar to explain the new. v19(1986) no1:63-72. English. Health Education; Indigenous People.

The authors focus on the use of analogy as a mode of communication and a means of establishing conceptual bridges between the known and the unknown in nutrition education and indigenous health.

Nichter, Mimi

Health education by appropriate technology: using the familiar to explain the new. v19(1986) no1:63-72. English. Health Education; Indigenous People.

The authors focus on the use of analogy as a mode of communication and a means of establishing conceptual bridges between the known and the unknown in nutrition education and indigenous health.

How health education by analogy gives villagers a sense of dignity. v19(1986) no2:64-67. English. Health Education.

This article gives an example of the effectiveness of an education-by-analogy approach to health education with the field training of health educators in Sri Lanka.

Nickerson, Mike

Seeing ourselves in the global picture: guideposts for a sustainable future. v25(1992) no2:63-70. English. Environmental Education; Development Issues.

This article examines one technique based on a cooperation of adults with different backgrounds, experience and approaches, which helps to demonstrate the relevance of the global perspective to their lives.

Nicolae, Valentin

Education of adults in the Socialist Republic of Romania. v14(1981) no2:63-69. English. National Studies/Projects/Reports.

An overview of general education and vocational training, vocational and professional capabilities and cultural-scientific mass education in Romania.

Niemi, John A.

A selected bibliography of recent adult education publications in the United States. v12(1979) no1/2:105-114. English. Development of Adult Education.

An annotated bibliography of books, reports and journals in adult education.

Annotated and quotational bibliography on participatory research. v8(1975) no2:82-87. English. Participatory Research.
Includes English language materials on participatory research.

Niewmann, Rolf

Cooperating or campaigning for literacy? Discussion paper invites dialogue. v17(1984) no3:52-54. English. Literacy.

A discussion paper, prepared for the Berlin Seminar, and disseminated by the authors to invite dialogue on the issue of literacy for development.

Nikolaeva, Tatiana

Status of women in the Soviet society. v8(1975) no1:34-40. English. Women.

The author points out that women's equality is guaranteed through legislative, social, administrative and other government measures.

Nilsen, Egil

Adult education research in the Nordic countries. v4(1971) no4:39-44. English. Research/Evaluation.
An overview of adult education research including these projects which involve teamwork within more than one of the Nordic country.

Nima, Bernice Joyce

Light for life: ten years of women's education in a Ugandan college. v21(1988) no4:55-60. English. Women's Education.

This article traces the Tororo Girls School's development and how it has been striving to enhance women's education in Uganda since its reorganization in 1977.

Normie, Gerald

European cooperation on multimedia materials. v18(1985) no3/4:137-140. English. Media; Adult Educators' Training.

Describes the project known as European Materials for the Training of Adult Educators (EURAD), initiated by a steering group of the Council of Europe, which recognized that the international co-production of materials for the training of adult educators would be both feasible and useful.

Nturihi, Daudi N.

Participatory training in evaluation skills: Kenya project. v19(1986) no1:24-27. English. Adult Educators' Training.

A profile of an evaluation training programme, including its objectives and design.

Nuila, Yoko

Trends in the continuing education of women in Japan. v2(1969) no2:26-31. English. Women's Education.

The author describes development of adult educa-

tion for women and organizational structure of women's education.

Nusberg, Charlotte

Issues for Latin American and the Caribbean. v18(1985) no1/2:125-126. English. Older Adults.

Reports on a week-long briefing organized for 11 countries by the Pan American Health Organization. Discussed issues included: exchanging experiences on the needs of the elderly and identifying resources helpful to national planners and health professionals.

Nxumalo, Simange

Income-generating project develops skills of Swazi women. v15(1982) no3:48-55. English. Women; Rural Development and Education.

A case study of the Integrated Women in Development Project, created to develop income-generating skills for rural women.

Nyerere, Julius K.

A President's address to his nation. v4(1971) no1:30-34. English. Development Education.

Adult education is as crucial for the individual as it is for the whole nation: it shows the path to independence, freedom and economic prosperity.

Declaration of Dar es Salaam: liberated man - the purpose of development. v9(1976) no4:9-17. English. Development Issues; Social Development.

The opening address given at the International Conference on Adult Education and Development in June 1976, in Dar es Salaam, Tanzania. The text of this address was adopted by the participants as the Conference's own basic statement on objectives and strategies for adult education and development.

Education for self-reliance. v2(1969) no1:3-7. English. Development Education.

Education must be a part of the national policy and encourage citizens to rely on themselves and believe in the advantages of both progress and cooperation.

O'Gorman, Frances E.

Children's needs and community development: social and educational responses. v14(1981) no1:65-76. English. Community Development; Women.

The author analyzes solutions offered by day care centres in the broader context of children's needs related to deficient living conditions in Sao Paulo, Brazil.

Conscientization - whose initiative should it be? v11(1978) no1:52-59. English. Popular Education; Social/Political Action.

A discussion and analysis of the experience of the Grupo de Educaci3n Popular in Lima underlines new meaning of conscientization and the role of a facilitator.

Education at the service of a more just world. v23(1990) no2:15-19. English. Popular Education; Empowerment; NGOs.

Brazilian educator, the winner of 1987 J. Roby Kidd Award, presents the Ecumenical Center for Action and Reflection (CEAR), an organization working with marginalized community groups towards the transformation and empowerment.

O'Khan Kabwasa, Nsang

Breaking the stranglehold of the school: the case of education for development in Africa. v9(1976) no3:71-80. English. Development Education; Distance Education.

People involved in the search for an African education have to resolve the problem of adapting education to African realities. Provides an example of the correspondence course for rural illiterate farmers.

Oduaran, Akpovire B.

Education against environmental pollution in Nigeria. v22(1989) no4:55-62. English. Environmental Education.

The author describes the main factors of the environmental pollution in Nigeria, and addresses the issue of raising consciousness of environmental protection.

The Nigerian conference on the right to learn. v19(1986) no3:77-79. English. Nonformal Education. Information on the 14th annual conference whose theme was The Right to Learn: the Role of Nonformal Education, organized by the Nigerian National Council for Adult Education.

Oglesby, K.L.

Congress on Future Developments in Continuing Education for Adults in a Changing Europe, and EBAE General Assembly, Switzerland, September 1991. v24(1991) no4:91-93. English. Lifelong Education; NGOs.

The European Bureau for Adult Education organized a conference and its 1991 General Assembly in St. Gallen, Switzerland.

"Towards 1991..": education for adults in a united Europe. v23(1990) no4:81-82. English. International Education.

Report of the conference held by the Standing Committee on University Teaching and Research in the Education of Adults, Sheffield, U.K. July 10-12, 1990.

Vocational education for women in Western Europe: the legal position, issues and programs. v21(1988) no4:61-75. English. Women's Education; Planning/Policies.

The author writes about the recent policy making initiatives to pressure for legislative equality in employment and women's access to equitable jobs and suitable vocational education and training.

Ohliger, John

Annotated and quotational bibliography on participatory research. v8(1975) no2:82-87. English. Participatory Research.

Includes English language materials on participatory research.

Is lifelong adult education a guarantee of permanent inadequacy? v7(1974) no2:47-59. English. Lifelong Education.

The author warns that there is a danger of adult education becoming an oppressive force. Some schools and adult education institutions define people as inadequate, insufficient and incomplete.

Ohnawa, Toshiro

The Kotobuki Literacy School. v24(1991) no4:78-79. English. Literacy Programmes.

The Kotobuki Literacy School in Japan has provided literacy instruction to such disadvantaged groups of Japanese society as Buraku people, Koreans living in Japan, disabled, Okinawans and Ainu people.

Okenimkpe, M.N.

Traditionalism versus functionality in adult literacy education. v25(1992) no3:32-43. English. Literacy; Functional Literacy.

Discusses basic definitions and approaches to literacy and argues that an exaggerated emphasis has been put on the concept of functional literacy at the expense of traditional literacy education.

Okure, Bernadette Eyewan

Issues for research and teaching related to women. v15(1982) no4:26-31. English. Women; International Education.

Reports on the objectives and main themes of the First International Conference on Research and Teaching Related to Women, held at Concordia University, Montreal, in 1982.

Oliver, Leonard P.

American youth: challenges for adult education. v4(1971) no2:22-31. English. Young Adults.

The author investigates trends in youth thinking, their interest in social change and concerns with the quality of life. Surveys and polls on youth thinking are provided. Significance of youth for adult education is discussed.

Popular education and adult civic education: the Third World is a different place. v20(1987) no1:40-50. English. Development of Adult Education; International Education.

This report focuses on the World Assembly of Adult Education, held in Buenos Aires, Argentina, November 1985, which brought together 450 adult educators from 90 countries around its theme of Adult Education, Development and Peace.

Omolewa, Michael

The first year of Nigeria's Mass Literacy Campaign and new prospects for the future. v17(1984) no1:55-62. English. Literacy Campaigns.

The objective of this paper is to identify the status of the current Mass Literacy Campaign in Nigeria one year after it has been launched. Examines the role of government, the issues of planning, funding, mobilization factors and discusses future prospects.

Oomen-Myin, Marie Antoinette

The involvement of rural women in village development in Tanzania. v16(1983) no1:59-69. English. Women - Research/Evaluation; Rural Development and Education - Research/Evaluation.

A summary of a research study on women's involvement in decision-making at a village level and factors which constrain their participation.

Orefice, Paolo

Cultural self-awareness of a local community: an experience in the South of Italy. v14(1981) no1:56-64. English. Community Development; Participatory Research.

Deals with the central phase of a participatory research project founded on a series of socio-educational studies and experiences of cultural work that have been developed in the region of Naples since 1965.

Participatory research in Southern Europe. v21(1988) no2/3:39-48. English. Participatory Research.

Focusing on participatory research in Southern European countries, the author underlines the need to broaden the use of its methodologies.

Ossandón, C. Javier

Methodology for continuous self-evaluation: notes from the Latin American experience. v19(1986) no3:13-19. English. Research/Evaluation; Rural Development and Education - Research/Evaluation.

The author presents the key ideas from a paper by Vera Gianotten on Methodological notes for evaluation which analyzes methodologies for the continuous evaluation of programmes of non-governmental organizations for rural development and popular education.

Osuhor, Ann

Factors of culture and change in health education for adults in Nigeria. v11(1978) no2:63-68. English. Health Education; Culture and Development.

Summarizing main areas of health education for adults in Nigeria, the authors point out that culture and customs are among the most important considerations in planning educational programmes.

Osuhor, P.C.

Factors of culture and change in health education for adults in Nigeria. v11(1978) no2:63-68. English. Health

Education; Culture and Development.

Summarizing main areas of health education for adults in Nigeria, the authors point out that culture and customs are among the most important considerations in planning educational programmes.

Otong, Nurdjanman

Learning to work diagonally: a self-reliant scavenger community in Indonesia. v22(1989) no4:39-44. English. Environmental Education; Community Development.

This photo essay attempts to present a ten-year consultative process between a variety of institutions and a small community of scavengers, and shows how this action led to the social learning of all participants.

Ottosen, Kristian

Policy and planning for postsecondary education in Norway. v4(1971) no3:42-46. English. Higher Education; Planning/Policies.

The author predicts that since 70% of young people will soon qualify for post-secondary education, an emphasis of the future system of education will be on universities, university colleges and district colleges.

Ouane, Adama

The experience of Mali in training literacy workers. v19(1986) no1:13-17. English. Adult Educators' Training; Literacy.

A description of literacy workers' training work in Mali, including trainers' profile (recruitment levels and training) and evolution of a new methodology.

P'Bitek, Okot

Culture and the community. v1(1968) no3:80-86. English. Culture and Development.

The article exposes the way African culture is being broken apart by irrelevant and harmful imported school curricula and practices.

Padrón, Hiram

El Instituto Nacional de Cooperación Educativa. v5(1972) no2:60-63. Spanish. Distance Education.

The Institute provides non-credit courses and correspondence study for skilled work force.

Pagney, Bernard

L'enseignement par correspondance et l'éducation permanente. v5(1972) no2:43-50. French. Distance Education; Lifelong Education.

Both correspondence study and continuing education need to lose the image of a "last chance" education and be viewed as normal educational activities.

Pahlavi, Ashraf H.I.H. Princess

Iran's contribution to literacy. v4(1971) no4:6-9. English. Literacy Campaigns.

National youth projects organized in Iran include opportunities to participate in literacy classes. This is

one of the methods to curb unemployment and to eradicate illiteracy.

Palme, Olof

Are young people getting too much education? v4(1971) no3:3-6. English. Young Adults; Planning/Policies.

The author raises the question of the future distribution of available resources between different forms and levels of education.

Pandey, Ganesh

Workers' education: learning for change. v22(1989) no2/3:5-6. English. Workers' Education.

Points out that the division of labour in the international economy, the technological innovations and the global systems of production and trade are in the process of fundamental change.

Parajuli, Pramod

From learning literacy to regenerating women's space: a story of women's empowerment in Nepal. v23(1990) no1:44-56. English. Literacy Programmes; Literacy and Women; Empowerment.

The author describes a literacy programme in Nepal, which shows how the ability to read and write can be a force in the empowerment process of subordinated groups such as women.

Grassroots movements, development discourse and popular education. v19(1986) no2:29-40. English. Popular Education.

The author proposes to look at popular education not as an isolated event or trend in the education of the rural poor, but as a response of education to broader questions of development and social movements.

Literacy for all: what promises and premises? v17(1984) no3:55-56. English. Literacy.

Comments on the availability of literacy for all, its role in development, question of mass solutions, and the state of the Third World.

Pascall, Marinus

Integrated rural development in St. Lucia: a participatory approach. v21(1988) no2/3:100-108. English. Rural Development and Education; Participatory Research.

Describes a project aimed at building leadership and promoting management training at the community level and opening up avenues of exchange at the policy-making level.

Pasquali, Antonio

Los medios de comunicación en la educación de adultos. v1(1968) no:27-35. Spanish. Media.

Many modes of communication which are valuable for the education of adults should be used in a coherent way and take sociological, economic, cultural and political factors into account.

Patel, Shoela

Beyond the beaten track: resettlement initiatives of pavement dwellers and slum dwellers in Bombay. v21(1988) no1:61-69. English. Community Development.

The author writes about resettlement initiatives organized by the Society for the Promotion of Area Resource Centres (SPARC) for people who live along the railway trade in Bombay.

Enumeration as a tool for mass mobilization: Dharavi census. v21(1988) no2/3:123-135. English. Participatory Research; Planning/Policies.

The author writes about an attempt at a participatory enumeration of pavement dwellers to help isolated groups develop insights into their own situation.

Pathak, Richard

Education for adult Mozambican refugees in Swaziland. v23(1990) no3:23-36. English. Refugees.

The authors write about political and economic difficulties in providing successful educational programmes for Mozambican refugees in Swaziland. In their opinion, these programmes are limited and poorly attended.

Paul, Lynn C.

Transforming a community through research. v24(1991) no3:31-41. English. Transformative Research.

Explains the three phases of transformative research (awareness, active involvement, social reconstruction) and describes a long-term transformative research process involving the community group from Conrad, Montana, U.S.A.

Pavlov, Igor'

Oni poluchayut diplom na zavode. v5(1972) no4:63-68. Russian. Workers' Education; Professional Education.

Combined work-study programmes enable workers to obtain engineering and other diplomas within six years. Evaluation shows that the level of competence achieved by part-time study is comparable to that gained in full-time study.

Payró, Analía

Educación y subdesarrollo: la función social del profesional latinoamericano. v3(1970) no4:35-41. Spanish. Professional Education.

The article investigates the university and professional training in the South American semi-colonial countries. The author questions whether the white collar worker has the time, the intellectual stimulation, or the economic resources for continuing professional education.

Pearpoint, Jack

Beat the Street: an urban literacy program. v23(1990) no1:71-84. English. Literacy Programmes.

A profile of the literacy programme at Frontier College, Toronto, established by street people to mobilize their talents to help each other in the frightening environment of a large city.

Peel, Katherine

Mapping the connections: workers' education in the 1990s. v22(1989) no2/3:7-11. English. Workers' Education.

The author examines the future directions of workers' education by addressing a number of contradictions surrounding the notions of democracy, community and contracting.

Pelzer White, Christine

Collectives and the status of women: the Vietnamese experience. v17(1984) no1:46-54. English. Women; Rural Development and Education.

This article explores the extent of women's contribution to development; examines equality problems that still remain to be solved; points out the issues for women's leadership; and proposes some solutions.

Pereira, E.

New developments in Asia. v5(1972) no3:70-74. English. Distance Education; Higher Education.

The article reports on a growing acceptance of correspondence education by Asian universities.

Petrovskii, A.

Kuda idet obrazovanie? v6(1973) no1:37-44. Russian. Culture and Development; Development Education.

The authors propose the concept of education which integrates two complementary tasks: the assimilation of culture evolved by mankind, and the development of capacity to contribute to that culture.

Picado, Justo Pastor Mairena

Peasant organization in El Rama, Nicaragua. v21(1988) no2/3:109-122. English. Participatory Research; Rural Development and Education.

The authors attempt to explain main socio-economic characteristics of the rural area of El Rama, Nicaragua, describe the development of guidelines for organizations and programmes and identify the challenges of their implementation.

Pick, Lim Hoy

Programs for senior citizens in Singapore. v18(1985) no1/2:38-42. English. Older Adults.

Describes objectives and activities of several senior citizens organizations and other organizations which promote services for senior citizens.

Training of trainers in Southeast Asia. v18(1985) no3/4:103-108. English. Adult Educators' Training.

This paper focuses on major training activities in Southeast Asia, particularly countries within Region 3 of the Asian-South Pacific Bureau of Adult Educa-

tion (ASPBAE).

Picón, César

Adult education and popular education in the context of state and NGOs. v24(1991) no1/2:80-92. English. Popular Education; NGOs.

The author writes about the break with the monopoly of adult education and emergence of popular education perceived as an alternative to the official system.

La coordinación intrasectorial e intersectorial en los programas de educación de adultos de América Latina. v9(1976) no3:27-31. Spanish. Development of Adult Education.

Analyzes Latin American adult education programmes in terms of their degree of inter- and intra-sectoral coordination. The basic premises of coordination are identified.

Literacy and popular education: a Latin American experience. v20(1987) no3/4:61-64. English; French. Literacy; Popular Education.

The author explains alternative education projects and alternative relationships that affect popular literacy, using Latin American experiences.

Pigozzi, Mary Joy

Participation in non-formal education projects: some possible negative outcomes. v15(1982) no3:6-18. English. Nonformal Education.

Raising questions and sharing experiences, the author explores some of the potentially negative outcomes of participation in order to make the educational programmes more efficient.

Pilsworth, Michael

Some criticisms of survey research methods in adult education. v8(1975) no2:33-43. English. Participatory Research; Research/Evaluation.

The authors emphasize that the researcher should use more than one method and that the qualitative and phenomenological methods of participatory research should gain wider acceptance in teaching and research in adult education.

Pineau, Gaston

Les instituts universitaires de technologie en France. v4(1971) no3:51-57. French. Training; Vocational Education.

Identifies three types of technical training: two years of training after the baccalaureate, short-cycle training for students without baccalaureate, and extension programmes for already employed adults.

Pizzaro Alvarado, Rafael

"Concretar la Esperanza" la practica social y el ser dirigente. v23(1990) no2:43-49. Spanish. Popular Education; Social/Political Action.

The author, who was the first J. Roby Kidd Award

winner (1983), discusses some theoretical and methodological principles of "analyzing our practice", a method used in leadership development in Santiago's popular barrios.

Platt, William J.

Toward initial learning systems. v9(1976) no1:9-19. English. Basic Education.

Describes the general movement toward more effective and more appropriate provision of basic education. Includes bibliography.

Plyshevskii, Vyacheslav

Novye metody v obuchenii vzroslykh. v4(1971) no4:74-77. Russian. Research/Evaluation.

The Leningrad Research Institute is trying new teaching methods at an evening school with classes for students with work experience.

Poorbo, Hasan

Learning to work diagonally: a self-reliant scavenger community in Indonesia. v22(1989) no4:39-44. English. Environmental Education; Community Development.

This photo essay attempts to present a ten-year consultative process between a variety of institutions and a small community of scavengers, and shows how this action led to the social learning of all participants.

Polisensky, J. V.

Comenius and all-embracing education. v4(1968) no4:80-86. English. Adult Educators; Lifelong Education.

The authors consider John Amos Comenius one of the first European educators to develop a universal theory of lifelong education.

Półturzycki, Józef

Research studies and the education of educators: a report from Poland. v9(1976) no1:37-42. English. Adult Educators' Training; Higher Education.

Describes development of adult education as a discipline and its presence in university curricula and research.

Pongrac, Silvije

Permanent education of experts in Yugoslavia. v3(1970) no4:60-65. English. Professional Education; Lifelong Education.

Since only 525 out of the 5000 new occupations are included in educational programmes, adult education should offer new solutions which would lead to specialization, retraining, and combination of schooling and self-education.

Pontual, Pedro

Educación popular y formación de trabajadores: la experiencia del Instituto Cajamar de Brasil. v22(1989) no2/3:20-28. Spanish. Popular Education; Workers'

Education.

The author writes about popular education experiences in Brazil, focusing on the activities of the Cajamar Institute, established to train members of unions, the Workers' Congress, the Workers' party and other organizations.

Poulton, Geoff

A question of participation: action and research in the New Communities Project. v8(1975) no2:54-69. English. Participatory Research.

The authors describe the ongoing work of an action-research project in a large suburban housing estate. The aim is to develop new strategies for community involvement that would increase working class participation in adult education.

Power, Hilton

Present plans for literacy education in Thailand. v1(1968) no3:58-62. English. Literacy Campaigns; Literacy.

The five-year project initiated in 1967 has identified the lack of skilled adult educators and difficulty in coordinating various programmes.

Preston, Rosemary

Is there a refugee specific education? v23(1990) no3:3-10. English. Refugees.

The opening article in this special issue "Creating New Futures", devoted to refugee education, outlines refugees' status and rights and discusses the development of adult refugee education.

Pyle, Hugh G.

Philadelphia's Junto: learning can be fun. v2(1969) no1:77-80. English. History of Adult Education; Nonformal Education.

The concept of discussion group activities was introduced in North America by the Junto Group in 1772. The Junto Group was reborn in 1941 and has since enrolled over 250,000 adults.

Quarmby, Andrew

Focus on Nepal, Indonesia: study-service and village technology. v10(1977) no3:23-29. English. Rural Development and Education; Technological Advancement.

Discusses the concept of appropriate intermediate technology and its potential to help developing countries obtain their economic independence in the context of programmes organized in rural areas of Indonesia and Nepal.

Radcliffe, David J.

The experience of Sri Lanka: the relevance of culture in adult education for development. v10(1977) no2:63-74. English. Rural Development and Education; Culture and Development.

Describes how a non-governmental voluntary movement integrates and translates deeply enshrined

Buddhist values into contemporary programmes for self-reliant and cooperative rural development.

Universities of the third age: an international perspective. v18(1985) no1/2:67-74. English. Older Adults.

The article deals with the background and developments of the University of the Third Age in France and the situation in other countries.

Rahman, Muhammad Anisur

Asian rural workers' groups develop own grassroots pedagogy. v17(1984) no2:34-42. English. Rural Development and Education; Empowerment.

An illustrative account of the participatory approach to rural workers' education. Four case studies in three countries: India, Sri Lanka and Philippines are presented.

Ramdas, Lalita

Gender issues and literacy: an analysis. v23(1990) no4:37-48. English. Literacy and Women.

In this paper, presented to the World Conference on Education for All, Jomtien, Thailand, 1990, the author analyzes the drafts of the official documents from a gender perspective and concludes that although some changes of the original texts have been made, they do not reflect criticism projected by many groups in many countries.

Literacy and empowerment: a definition for literacy. v20(1987) no3/4:54-57. English; French. Literacy; Empowerment.

Explores the relationships between illiteracy and marginalization of people in both developed and developing societies. In this context, literacy, understood as a process of empowerment, becomes particularly significant in determining the strategies required to combat illiteracy wherever it is found.

Women and literacy: a quest for justice. v23(1990) no1:27-43. English. Literacy; Literacy and Women; Empowerment.

The author explores the relationships between literacy and justice in the global context, highlights the often neglected area of literacy for women, seeks definitions of literacy, its concepts, and its links with justice and outlines some future strategies of action.

Ramphal Shridath S.

Prospects for the North/South dialogue. v11(1978) no2:72-74. English. Development Issues.

An extract from an address given to the European Atlantic Group. Focuses on the idea of self-reliance and the need for change.

Randle, Lawrence

A question of participation: action and research in the New Communities Project. v8(1975) no2:54-69. English. Participatory Research.

The authors describe the ongoing work of an action-research project in a large suburban housing estate. The aim is to develop new strategies for community involvement that would increase working class participation in adult education.

Rao, V. Rukmini

Learning from and about women's organizations: an exploratory analysis in the Indian context. v13(1980) no1/2:124-135. English. Women.

Analyzes those factors that contributed to the current situation of women's movement and characterizes two organizations which work in the context of a patriarchal society in India.

Reardon, Betty

Women's movements and human futures. v8(1975) no3:41-52. English. Women; Social Development. Because of personal involvement of women in actions to create their own future, the women's movements are examples of future-oriented adult education.

Reardon, Maria

Innovative training for hospital trustees. v18(1985) no3/4:126-128. English. Health Education; Adult Educators' Training.

This paper reviews an innovative education programme, developed by the Saskatchewan Health Care Association that uses adult education concepts and principles within the context of Boshier's model.

Rebel, Karlheinz

The necessity of further education in the professions and home study as a means of realization. v3(1970) no4:66-75. English. Distance Education; Professional Education.

Home study is put forward as a means for further education and as a method different from traditional correspondence courses.

Reddy, M.C. Reddeppa

Women's education in India: problems and prospects. v24(1991) no4:35-41. English. Women's Education; Literacy and Women.

An analysis of the causes of low literacy rates among women in India. The author suggests a change in attitude towards the education of women as a first measure to create a favourable environment for women's learning.

Ribeiro de Carvalho, Eduardo

Project on career education in Latin America. v11(1978) no3/4:119-120. English. Training.

The project of the International Labour Office's Inter-American Centre for Research and Documentation on Professional Training is related to the series of reforms of secondary education aimed at establishing closer links between the schools and the labour world.

Richardson, Penelope L.

Lifelong learning and politics. v12(1979) no1/2:95-104. English. Lifelong Education. The author examines weaknesses of politics of adult education and argues that community colleges are in a good position to become national models of the lifelong learning at work.

Rifkin, Susan

Health, political will and participation: a Chinese strategy for total development. v15(1982) no2:55-59. English. Health Education. Comments on the Chinese health care model, its basic principles, features and structure. Considers some applications of the Chinese model outside China.

Rigg, Pat

Adult illiteracy in the USA: problem and solutions. v16(1983) no4:24-31. English. Literacy. The author focuses on attempted solutions to the problem of adult illiteracy, first examining the two best known approaches, and then suggesting the alternative.

Ritchie-Calder

Exploring the future. v7(1974) no4:59-61. English. Development Issues. Raises some questions related to technological assistance to less developed countries, and to the negative results of the use of technology.

Robinson, John

The Open University as a cooperative enterprise. v4(1971) no3:86-93. English. Higher Education. This article looks at the complex network of cooperation that has had to be created for the Open University to be established.

Roche S.

A rural training program that changes lives: the experience of a Sri Lanka project. v19(1986) no2:56-63. English. Rural Development and Education; Training. This article presents a rural training programme designed in Sri Lanka for university graduates to upgrade their skills to match the needs and conditions of the communities in which they work.

Rockhill, Kathleen

Lifelong learning in the United States: a critical discussion of emerging policy. v12(1979) no1/2:64-76. English. Lifelong Education; Planning/Policies. This review of major national reports concludes that rather than promote equity, lifelong learning, in its existing form, will do the very opposite through a major extension of the schooling system as a deliverer and definer of what constitutes "legitimate" adult learning.

Rogers, Carl R.

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Interpersonal relationships: U.S.A. 2000. v2(1969) no3:40-47. English. Development of Adult Education; Learning/Pedagogy.

The author attempts to identify alternatives for education in the future focusing on some problems of interpersonal relationships. The issues of urban crowding, closeness, intimacy and religion are underlined.

Rojo, Emilia

Literacy and politics in Latin America: the case of Brazil, Peru and Nicaragua. v17(1984) no2:24-33. English. Literacy. This article traces the correlation between political systems of the three countries and their educational policies and practices, particularly those related to literacy.

Romero San Martin, Esther

Panorama de la educación femenina en el Perú. v2(1969) no2:37-47. Spanish. Women's Education. Statistical data on illiteracy and secondary education in Peru are provided. In this context, the authors discuss the problems of women's education. Bibliography included.

Rong, Shen Jin

Issues for the training of trainers in China. v18(1985) no3/4:23-31. English. Adult Educators' Training. In the first part of this article, questions concerning the training of adult educators are examined against the background of the Chinese adult education system. In the second part, a large-scale adult education programme, launched in Shanghai, is described.

Rowntree, John

Youth as class. v4(1971) no2:66-73. English. Young Adults. The authors analyze social forms by which younger generation identifies itself. Youth alienation, its culture and politics are also discussed.

Rowntree, Margaret

Youth as class. v4(1971) no2:66-73. English. Young Adults. The authors analyze social forms by which younger generation identifies itself. Youth alienation, its culture and politics are also discussed.

Royce, Marion

Study circles in Finland. v3(1970) no1:69-73. English. Development of Adult Education. The study circle activity is a very important instrument in adult education in Finland. The author proposes its definition and describes its statutory basis and administration. Some activities such as correspondence study and involvement of voluntary organizations are presented.

Ruddock, Ralph

Key concepts for an alternative approach to adult education. v19(1986) no2:41-48. English. Development of Adult Education; Research/Evaluation.

The authors propose an alternative approach for adult education studies, based on the concept of formation, understood as guided actions, which confirm common abilities and values, having an adequate, useful character and a sense of self-worth.

Some criticisms of survey research methods in adult education. v8(1975) no2:33-43. English. Participatory Research; Research/Evaluation.

The authors emphasize that the researcher should use more than one method and that the qualitative and phenomenological methods of participatory research should gain wider acceptance in teaching and research in adult education.

Ruijter, Jose M.

Data collection for community action - the Sentinel Site experience in Angola. v24(1991) no4:25-29. English. Health Education - Research/Evaluation.

This article describes a survey of health problems related to water and sanitation in the municipality of Cazenga, one of the largest shanty towns in Luanda, with the population of 400,000.

Somalia's plan to integrate educational programs into overall community development activities. v20(1987) no1:69-72. English. Development Education; National Studies/Projects/Reports.

An account of the author's visit to Somalia describing efforts to coordinate the educational projects of governmental and non-governmental organizations, and to integrate them in the different development schemes in the country.

Rybczynski, Witold

Technology: what is appropriate? v14(1981) no4:29-33. English. Technological Advancement.

An interview with Witold Rybczynski, a professor of architecture at McGill University, Montreal, who comments on some misconceptions of so called appropriate technology.

Ryckmans, Jean-Pierre

Rural animation - its methods and potential. v4(1971) no1:14-20. English. Rural Development and Education.

The author investigates the effectiveness of rural animation methods in Senegal, Madagascar, Niger, Ivory Coast and Cameroon.

Sachsenmeier, Peter

Basic education - learning needs in rural areas. v10(1977) no4:73-75. English. Basic Education.

The author points out that a set of ideas called "basic education" offers valuable suggestions for educational development in the Third World.

Saito, Itsuo

Innovations in adult education in Japan. v3(1970) no1:53-56. English. Technological Advancement; National Studies/Projects/Reports.

The Adult Education Council of Japan has reorganized adult education by increasing use of technology: national radio and TV networks reach 96% of homes and offer a variety of adult learning programmes.

Saksena, H. P.

Evaluation of the Experimental Literacy Program. v1(1968) no3:74-79. English. Literacy Programmes - Research/Evaluation.

The author outlines the special significance of evaluation, its design and general problems.

Salkeld, Robert

BBC computer literacy project. v15(1982) no4:19-25. English. Technological Advancement; Media.

The project was launched in January 1982 as a ten-part television series introducing a beginner to computers and their applications.

Samuel, Nicole

Planning for leisure. v2(1969) no4:26-34. English. Nonformal Education.

This article reports on research on factory workers showing both uniformity and differentiation in leisure activities.

Sandelin, Singa

Some first-hand lessons for adult educators from an international cooperation project. v17(1984) no1:39-45. English. International Education; Media.

The author explores two aspects of international adult education in relation to the Nordic adult education research and development project called the NOVU Project.

Sandlund, Maj-Britt

Adult education of women in Sweden. v2(1969) no2:66-69. English. Women's Education.

The author writes about the system of evening schools, municipal vocational colleges, special adult high schools, folk universities and study circles.

Sangchai, Samporn

Some aspects of futurism. v8(1975) no3:25-40. English. Social Development.

The author points out that since development plans should become steps towards desirable future, developing nations can learn much from different approaches to the study of futurism.

Sangmahli, Sman

Present plans for literacy education in Thailand. v1(1968) no3:58-62. English. Literacy Campaigns; Literacy.

The five-year project initiated in 1967 has identified the lack of skilled adult educators and difficulty in

coordinating various programmes.

Savicevic, Dusan M.

Comparative theory of adult education in Yugoslavia. v3(1970) no3:43-47. English. Comparative Education/Studies.

The author stresses the importance of international research and exchange, and notes the lack of comparative studies in andragogy.

Middle management: a revolution in adult education. v2(1969) no3:69-74. English. Workers' Education.

The article focuses on the reformist attempts to reconstruct the humanistic and professional contents of education for medium-level production personnel.

Training adult educationists in Yugoslavia. v1(1968) no1:69-75. English. Adult Educators' Training. The organization of different programmes based on the andragogical approach is described.

Savicky, Ivan

Comparative research project on organization and structure of adult education in Europe. v19(1986) no3:61-69. English. Development of Adult Education; Nonformal Education.

The article describes the activities of the European Centre for Leisure and Education.

Schins, Marie-Thérèse

Literacy through literature: a reading club with imprisoned youth and young adults. v24(1991) no4:63-71. English. Prison Education; Literacy Programmes; Young Adults.

Describes the establishment of a reading club. The target group consists of persons with long-term sentences who have had little or no relation at all to writing or a writing culture.

Schouten, G. H. L.

European adult education ten years after the Montreal conference. v3(1970) no2:72-75. English. Lifelong Education; Development of Adult Education. The U.K. Open University, television academies and community colleges are among recent developments in adult education. The author states that the main trend is towards lifelong learning and that the need for increased cooperation among all sectors of adult education is growing.

Schwartz, Bertrand M.

Education formelle et informelle. v1(1968) no1:37-45. French. Adult Educators' Training. The author states that if training for personnel in adult education is to be relevant it must be founded on a sound understanding of the needs and capacities of adults as learners.

Selener, Daniel

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Transformative research: in search of a definition. v24(1991) no3:9-23. English. Transformative Research. Attempts to explore the concept of transformative research which emerged from discussions among a group of adult education researchers from both the North and South. Within this context, the authors are suggesting some essential attributes or tenets that may assist in further defining transformative research.

Selman, Gordon R.

There are only four dogs in China. v7(1974) no3:8-13. English. National Studies/Projects/Reports.

The article recounts impressions of a group of Canadian adult educators on a three week study tour to China.

Serebrov, N.

Krupneishaya Pedagogicheskaya Biblioteka. v1(1968) no1:80-83. Russian. Adult Educators' Training. The USSR's largest pedagogical library serves as an example of the well-planned collection of books and other materials essential for training.

Setti, Lou

Southern Thailand experimental project shows how village participation can work. v19(1986) no3:37-45. English. Rural Development and Education.

The article describes a three year action research programme called the Southern Thailand Experimental Project (STEP) organized by the Nonformal Education Department of Thailand's Ministry of Education.

Sharma, O. P.

An extraordinary first year: Panjab University. v5(1972) no3:74-76. English. Distance Education; Higher Education.

An increase in enrolment in correspondence courses is discussed.

Shatrov, Lev

Uchebnoe televidenie v SSSR. v1(1968) no2:23-26. Russian. Media; Professional Education.

The distribution of syllabi and synopses of TV lectures before the academic year and promotion of continuing education for teachers, engineers, doctors and managers are described.

Sheath, Howard

Integrating correspondence study with resident study at the university level. v5(1972) no2:15-20. English. Higher Education; Distance Education.

Underlines the differences and similarities between correspondence and resident study. The relationship between teacher and student is emphasized as an important factor in resolving the problem of equal responsibility for teaching both internal and external students.

Shirkie, Rowan

Technology: what is appropriate? v14(1981) no4:29-33. English. Technological Advancement.
An interview with Witold Rycbynski, a professor of architecture at McGill University, Montreal, who comments on some misconceptions of so called appropriate technology.

Shorey, Leonard L.

Training for formal and nonformal education: a Caribbean perspective. v16(1983) no4:57-64. English. Planning/Policies.
The author argues that the challenge of providing adequate training and opportunities for formal and nonformal education for adults should involve policy planning which must take into account human and material resources considered against a background of national objectives.

Sidel, Mark

Adult education in the People's Republic of China. v15(1982) no3:37-47. English. National Studies/Projects/Reports
A review of experiences in adult education after the death of Mao Tse-Tung. Focuses on the priorities, structure, course content and financing of adult education.

Sihvola, Tapan

Education, aging and the quality of life. v18(1985) no1/2:58-62. English. Older Adults.
The author argues that the significance of education should be seen in a more diversified light, as a factor affecting all aspects of life. He focuses on the special educational needs of the aging and educational policy in Finland.

Simmonds, Rob

Alternative literacy in South Africa: the experience of learn and teach. v23(1990) no1:57-70. English. Literacy Programmes; Literacy.
An overview of literacy work in South Africa, with an emphasis on alternative literacy projects and initiatives such as the Learn and Teach project in Johannesburg.

Sinclair, Margaret

Education and training for out-of-school Afghan refugee youth and adults in Pakistan. v23(1990) no3:49-58. English. Refugees; Training; Nonformal Education.
The author describes educational and training programmes offered to out-of-school youth and adults resident in the Afghan refugee villages, and argues that nonformal education and apprenticeships would improve the current situation.

Singer, Alexandru

Pour un nouveau concept: la sélectivité culturelle. v19(1986) no2:68-72. French. Culture and Develop-

ment.

Explores the relationships between the concepts of personality, reality and possibility, and their role in the formation of an individual as a member of a society.

Singh, Bakhshish

A future for integrated correspondence study in developing countries. v5(1972) no3:76-79. English. Distance Education; Higher Education.
The advantages of distance education over the conventional classroom instruction given in the colleges and universities in developing countries are outlined.

Sloos, Isaac J.

The challenge of correspondence education. v3(1970) no1:74-78. English. Distance Education.
The author presents a correspondence school that offers 400 courses with 30,000 lessons. Needs for distance education and its development possibilities are discussed.

Small, Delle

Reflections of a feminist political scientist on attempting participatory research in Aotearoa. v21(1988) no2/3:85-99. English. Participatory Research; Women.
The author's reflections on personal attempts at participatory research that helped her to identify some wider issues in Aotearoa, which, she argues, would have implications for social action.

Smith, Constance E.

The Radcliffe Institute, Cambridge, Mass., U.S.A. v2(1969) no2:56-61. English. Women's Education; Higher Education.
The Institute helps women to continue their intellectual and professional development by offering fellowships, guidance and new vocational programmes.

Smith, Mary Ann

An adult education programme for the Igorot women of northern Philippines. v8(1975) no1:16-24. English. Women's Education; Basic Education.
The article describes an integrated programme of adult basic education and skills training for women of the Montafosa, one of the most underdeveloped regions in the country.

Smyke, Raymond J.

International Women's Year and African teachers. v8(1975) no1:25-33. English. Women; Women's Education.
The strong position of national teacher organizations in Africa and their training programmes have contributed to raising the status and role of women.

Smyth, Francis

The development of the Antigonish Movement.

v2(1969) no1:61-65. English. Community Development; Cooperative Education.
The philosophy of the Movement is compared to that of the Rochdale Pioneers. Six principles of the movement are listed and its impact discussed from the international perspective.

Snyder, Margaret

A note on adult education and women. v13(1980) no3:54-58. English. Women's Education; Development Education.

Analyzes women's place in development and educational assistance, and describes three categories of action and examples of programmes within the UN system.

Soghairoun, A. Z.

Training adult educators in Arab countries. v18(1985) no3/4:43-49. English. Adult Educators' Training.

The author writes about the roots of adult education, development of new strategies and the need for professionals and training programmes for full-time trainers and adult educators in the Middle East.

Solar, Claudie

La formation des intervenantes des maisons d'hébergement: élaboration de contenu et formation de formatrices dans un projet université-milieu. v24(1991) no4:53-62. French. Training; Women.

The project described in this paper started in the fall of 1983. The University of Montreal joined forces with a coalition of shelters for battered women to establish a curriculum and train the shelter workers.

Spencer, Bruce

Waves in British workers' education. v22(1989) no2/3:33-46. English. Workers' Education.

Analyzing the development of workers' education in the United Kingdom, the author detects its four main stages, and concludes that a long-term tendency seems to be trade union training in applied industrial relations, which excludes a broader education.

Spender, Dale

Learning to create our own knowledge. v13(1980) no1/2:14-23. English. Women's Education.

The author argues that women's studies propose not only a distinctive and genuine area of knowledge but also new political attitudes and values which consequently create implications for adult education curricula.

Stanley, Manfred

Literacy: the crisis of a conventional wisdom. v6(1973) no1:62-77. English. Literacy; Social Development.

The author explains the concepts of "literacy" and "illiteracy" in Paulo Freire's work and how his philosophy is translated into techniques of literacy training.

Stapel, C.

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"If some doors close, others will open". v7(1974) no2:77-86. English. Residential Education.

Folk high schools in the Netherlands are based on the principle of the pedagogical value of manual labour done by and in the interest of the community.

Stensland, Per G.

International commitment to action on health. v11(1978) no3/4:64-71. English. Health Education; International Education.

Reports on the International Conference on Primary Health Care in Alma Ata, USSR, held in September 1978. Includes the text of Alma Ata Declaration on Primary Health Care.

La educación continua de profesionales de la salud - un modelo para su desarrollo. v7(1974) no2:60-71. Spanish. Professional Education; Health Education.

The author suggests a framework for planning and evaluating continuing education for professional health workers, in which special attention is given to the learner, his/her objectives, and the learning process.

Tribute to a pioneer American adult educator. v19(1986) no2:79. English. Adult Educators.

Summarizes the achievements of Wilbur C. Hallenbeck, a pioneer of adult education based on social science. Hallenbeck died in September 1986 at the age of 93.

Stephens, Michael D.

Research in adult education in Great Britain. v4(1971) no4:33-38. English. Research/Evaluation.

The authors review educational research in the post-war years.

Stevens, Jenny

The BBC Adult Literacy Project. v10(1977) no1:20-28. English. Literacy Programmes; Media.

Describes the project believed to be the first attempt to use broadcasting on a massive scale to discover the extent of illiteracy problem in an industrialized society, and to contribute to its alleviation.

Stewart, Sheila

Education for adult Mozambican refugees in Swaziland. v23(1990) no3:23-36. English. Refugees.

The authors write about political and economic difficulties in providing successful educational programmes for Mozambican refugees in Swaziland. In their opinion, these programmes are limited and poorly attended.

Stock, Arthur

Looking back and looking forward: 25 years of adult education. v25(1992) no4:27-35. English. History of Adult Education; Development of Adult Education.

The author looks at the progress of British adult education over the last 25 years as a move from "romanticism" to "modernism".

Post-literacy educational strategies: the United Kingdom experience. v14(1981) no4:44-52. English. Lifelong Education; Literacy.

Describes the UK experience in programming for post-basic literacy education and focuses on the process of building bridges between the first platform of basic skills achieved by the new literate, and a meaningful progression in lifelong education.

Stromquist, Nelly P.

Empowering women through education: lessons from international cooperation. v19(1986) no4:1-22. English. Women; Nonformal Education; International Cooperation.

The author examines the contribution of nonformal education toward the conditions of women within the context of international agency support, and analyzes the patterns of the state and NGOs' effectiveness in providing nonformal education programmes for women.

Women's education in development: from welfare to empowerment. v21(1988) no4:5-17. English. Nonformal Education; Women's Education.

The author reviews the evolution of nonformal education programmes for women over the last 20 years, noting the social forces and voluntary development organizations that have accounted for some of the shifts in the conception of nonformal education.

Strong, Maurice

The environment: a global issue. v6(1973) no2:45-56. English. Environmental Education.

An interview with Maurice Strong, director of UNEP. Implications of the Stockholm Conference for the survival of the human species and the need for governmental action are discussed.

Stroumza, Johnny

Méthodologie de l'évaluation et l'éducation des adultes. v9(1976) no1:54-62. French. Research/Evaluation.

The authors share their experiences with formal methods used in the evaluation of adult education programmes and outline methods that are more suitable for the evaluation.

Stuart, Sara

The Village Video Network: video as a tool for local development and South-South exchange. v20(1987) no2:62-68. English. Media; Development Education. The network promotes and encourages the use of video as a tool for development and exchange of tapes among its members. It includes women's organizers in India, literacy teachers in Mali, scientists and farmers in China, family planning workers in the Caribbean and others.

Styler, W.E.

Post-experience and the British universities. v7(1974)

no1:23-38. English. Professional Education; Higher Education.

The article describes "post-experience" programmes at the British universities and discusses their role in the broader context of continuing education.

Suhm, Lawrence

Leisure time utilization, U.S.A. v2(1969) no4:35-41. English. Nonformal Education.

Leisure is viewed as freedom "for" rather than freedom "from" certain conditions. The author attempts to identify main activities, the amount of time available and financial considerations.

Sutton, Peter

Environmental education: what can we teach? v22(1989) no4:5-12. English. Environmental Education.

Explains how adult educators can assist in the preservation of the environment without ignoring the justifiable desire of the majority of the human race to become wealthier and healthier.

Svendsen, D.

A rural training program that changes lives: the experience of a Sri Lanka project. v19(1986) no2:56-63. English. Rural Development and Education; Training.

This article presents a rural training programme designed in Sri Lanka for university graduates to upgrade their skills to match the needs and conditions of the communities in which they work.

Swantz, Marja Lissa

Research as an educational tool for development. v8(1975) no2:44-53. English. Participatory Research. The author describes an experimental pilot survey of skills and resources in 46 villages. The research was based on the principle of the villagers' participation in the research plan.

Swee-Hin, Toh

Education for peace: the Australian experience. v22(1989) no1:61-74. English. Peace Education.

This article describes Australian peace movement's strategies applied after World War II to lobby for international disarmament with an emphasis on nonformal and formal education activities in the late 1970s and 1980s.

Peace education in a land of suffering and hope: insights from the Philippines. v22(1989) no1:11-24. English. Peace Education; Social/Political Action.

The authors provide insights into how peace education encourages people to engage in personal and social action, which can transform society toward a more just and nonviolent environment.

Swinton, Kurt R.

The environment: a global issue. v6(1973) no2:45-56.

English. Environmental Education.

An interview with Maurice Strong, director of UNEP. Implications of the Stockholm Conference for the survival of the human species and the need for governmental action are discussed.

Tains, Slava

Mir pod odnoi kryshei. v5(1972) no3:37-41. Russian. International Education; Higher Education; Development Education.

The Friendship University in Moscow was established to train national cadres for developing African nations.

Takatsuka, Satoru

Adult education through radio and television in Japan. v1(1968) no2:36-41. English. Media.

Rapid economic growth and the technological innovations have contributed to the change of the concept of education. Radio and television are used in high school and college settings, and in vocational training.

Tandon, Kalpana

Learning from and about women's organizations: an exploratory analysis in the Indian context. v13(1980) no1/2:124-135. English. Women.

Analyzes those factors that contributed to the current situation of women's movement and characterizes two organizations which work in the context of a patriarchal society in India.

Tandon, Rajesh

An invitation to a dialogue. v15(1982) no2:1-2. English. Health Education.

Introduces this issue of Convergence focusing on adult education and primary health care. The articles provide a conceptual context for interlinkages and give specific illustrations of adult education in action, in a health related setting.

Dialogue of a training session for village peer group action. v12(1979) no4:50-61. English. Training; Rural Development and Education.

The dynamics and insights of an intensive three-day training programme for village people are captured in the author's account of a session of the Peer Group Rural Development Project of Seva Mandir in India.

Participatory research in the empowerment of people. v14(1981) no3:20-29. English. Participatory Research.

This paper attempts to analyze participatory research as a concept, approach and movement in the context of the experiences and trends in Asian countries.

Participatory training for illiterate women trainees. v19(1986) no1:20-23. English. Women; Adult Educators' Training.

A brief case study on the training of illiterate tribal

women being educated to act as village animators and instructors of centres for pre-school children.

Social transformation and participatory research. v21(1988) no2/3:5-18. English. Participatory Research; NGOs.

The author explores the importance of participatory research as an alternative system of knowledge, examines its contribution and traces continuities and ambiguities of the writings on the subject.

The interlinkages between primary health care and adult education. v15(1982) no2:3-13. English. Health Education.

A discussion of the convergence of ideas and strategies in primary health care and adult education. The author suggests the roles that adult education can play in the promotion and implementation of primary health care.

Tarnavskii, L. S.

Laboratorii ratsionalizatorov. v2(1969) no1:16-21. Russian. Workers' Education.

The author discusses how technical education must go beyond economic benefit to include general education and cultural needs of the workers.

Tebellius, Ulla

An alternative to traditional developmental thinking. v25(1992) no3:16-24. English. Development Education.

Describes a programme at a Swedish folk high school carried out in 1981. The intention of this programme was to teach its participants to fulfil basic cultural, social and material needs in an ecological, small-scale technological and resource saving way.

Tévoédjré, Albert

The power of poverty. v11(1978) no2:46-50. English. Development Issues.

In an interview, the author discusses the idea that poverty has real potential to spur development.

Thomas, Alan M.

The new institutions: from post-secondary to tertiary education. v2(1969) no3:48-56. English. Development of Adult Education; Higher Education.

The author describes the new community colleges and similar institutions in USA, Canada, Great Britain and France. Although resistance to such innovations exists, the majority of colleges seek to involve the whole academic community in the new forms of education.

The new world of Marshall McLuhan. v1(1968) no2:74-77. English. Media; Literacy.

Discusses implications of McLuhan's ideas for adult education and emphasizes the importance of non-print media in literacy training.

Thomas, Dorothy

Job training programs in the USA demonstrate ability of older adults to learn new skills. v18(1985) no1/2:92-98. English. Older Adults.

This article describes two employment and training programmes whose aims are to demonstrate that older adults are able to learn new skills and perform new jobs, and that employers can be educated to overcome negative stereotypes about the capabilities of older workers.

Older adults and lifelong learning. v18(1985) no1/2:4-8. English. Older Adults; Lifelong Education.

The author argues that we must be concerned about education throughout the entire life span. Such issues as life span development, learning ability, individual differences and attitudes and readiness to grow are discussed.

Thompson, Jane L.

Adult education and the disadvantaged. v16(1983) no1:42-47. English. Social Development.

In a context of two broad definitions of the term disadvantaged, the author discusses the role of educational programmes and the implications for adult education.

Thun, Roderich

Las actividades del Instituto Centroamericano para la Extensión de la Cultura. v5(1972) no3:27-30. Spanish. Basic Education.

The research activities of the Institute, especially those concerned with educational needs and new techniques used in basic education, are presented.

Timmermann, Sandra

Lifelong learning for self-sufficiency: a theme and a strategy for the 1980s. v18(1985) no1/2:28-37. English. Lifelong Education; Older Adults.

Discusses the Lifelong Learning Miniconference policy and programme recommendations for consideration by the technical committees, staff, and delegates to the White House Conference.

Tjerandson, Carl

The Highlander heritage: education for social change. v16(1983) no2:10-22. English. Residential Education; Social/Political Action.

Describes the activities of Highlander Research and Education Center in Tennessee, USA, during the critical civil rights movement period of the 50s and 60s, focusing on the citizenship schools and the community leadership programme.

Torkiani, Elena

Zhenskoe obrazovanie v Sovetskoy Soyuz. v2(1969) no2:62-65. Russian. Women's Education.

Women hold a high percentage of both professional and manual jobs. Provisions to encourage women to continue their education include one-year maternity leave, as well as a combination of evening and correspondence education which allows them to study

and work.

Torres Bodet, Jaime

En alfabetismo en las Américas. v1(1968) no3:1-5. Spanish. Literacy.

The author states that in order to develop further steps of individual and national education, the main tasks of "literacy for all" should first be undertaken.

Touchette, Claude

L'AUPELF et l'éducation permanente. v3(1970) no3:34-38. French. Lifelong Education; NGOs; Higher Education.

L'AUPELF is a 56-member association of universities teaching partially or completely in French. Its 1970 conference recommended labour legislation to ensure the universal access to lifelong education, provision of further training, a coordinating body for universities in developing countries, and a world documentation centre.

Tough, Allen

Research and training. v1(1968) no1:76-79. English. Adult Educators' Training - Research/Evaluation.

The author recounts the growth of research and contribution by graduate students and assesses how their research skills may be developed.

Trawale, B.M.

Village Growth Centres Gambia's strategy for integrated rural development. v17(1984) no2:67-68. English. Rural Development and Education.

An extract from a paper for the Workshop on the Role of Folk High Schools and Other Similar Institutions in Rural Development, held in Tanzania, November 1983.

Trichaud, Lucien

La jeunesse/Youth. v6(1973) no3/4:51-54. French; English. Young Adults.

Poem; extract from D'amour et d'eaux.

Rentrée des classes/Back to school. v7(1974) no1:58-60. French; English. Young Adults.

Poem; extract from D'amour et d'eaux.

Turner, Trevor

International education: a political action. v4(1971) no1:75-80. English. Development Issues; International Education.

Two Canadian projects are reviewed. One results from an OISE designed secondary school curriculum on underdevelopment in Africa, Asia and Latin America. The other is a community education project on crises in development.

Tyazhel'nikov, Evgenii

Sovetskaya molodezh' i obrazovanie. v4(1971) no2:32-36. Russian. Young Adults.

About the role of the Young Communist League in

uniting 27 million 14 - 28 year-old people in social responsibility and political participation.

Uddman, Ralph

Studies in the history of Swedish popular education. v17(1984) no2:68-70. English. Popular Education; History of Adult Education.

A national report prepared for the workshop on the development of comparative studies of the history of adult education, held during the October 1982 Paris Conference of ICAE.

Udjus, Ingelise

University students as adult educators. v5(1972) no4:76-80. English. Adult Educators.

An account of the voluntary service of young people in Norway started by a group of members of the Union of Students at the University of Oslo.

Ul Haq, Mahbub

Meeting basic needs is not beyond our reach. v11(1978) no2:33-38. English. Development Issues; Planning/Policies.

This review of the status of the ongoing debate on the concept of basic needs in development policy is reprinted from the Nov.- Dec.1977 issue of Report published by the World Bank.

Ullerup, Bodil Morkov

Local adult education projects the basis of popular research for Danish legislation. v20(1987) no2:58-61. English. National Studies/Projects/Reports.

This article briefly describes the preparatory work on the new legislation on general and adult education and the activities of the Danish Research and Development Centre for Adult Education.

Un Shil, Choi

Korea's long march towards a literate nation. v20(1987) no3/4:93-95. English; French. Literacy Campaigns.

This paper describes the three phases of the Korean literacy campaign, carried out from the 1940s to 1970s.

Usang, Ewa N.

Strategies for green literacy. v25(1992) no2:46-54. English. Environmental Education; Literacy.

To achieve green thinking, the author presents the green literacy model based on the Freirean method, the functional method, and the organic method.

Useem, Mike

Southern Thailand experimental project shows how village participation can work. v19(1986) no3:37-45. English. Rural Development and Education.

The article describes a three year action research programme called the Southern Thailand Experimental Project (STEP) organized by the Nonformal Education Department of Thailand's Ministry of Education.

Valenzuela, Maria Elena

Mujer, paz y democracia: un programa de educación para la paz. v22(1989) no1:47-60. Spanish. Peace Education; Women's Education.

Describes the work of the Educational Programme for Democracy and Peace, whose purpose was to provide grassroots organizations with information about the process of militarization.

Van den, Maria

Pre-retirement education project in Netherlands. v15(1982) no1:76-78. English. Older Adults.

Reports on a three-year project in pre-retirement education carried out by a team of six researchers of the Study Centre of the Netherlands Centre for Research and Development for Adult Education.

Van Ommen, L. B.

Adult education in the Netherlands. v6(1973) no1:28-36. English. National Studies/Projects/Reports.

A concise account of the main objectives, organization, and administration, as well as educational activities of adult education in the Netherlands.

Van Rensburg, Patrick

Swaneng Hill School. v4(1971) no2:89-94. English. Community Development; Young Adults.

Presents educational policies of Swaneng Hill School, its efforts to relate education to development, retrain adults, organize various forms of agricultural programmes.

Verner, Coolie

Cultural influences in the diffusion of adult education. V3(1970) no3:27-33. English. Comparative Education/Studies; Culture and Development.

Presents thesis that education is successful if it is linked to the local culture, but encounters difficulties when it does not differentiate cultural and non-cultural elements.

Thomas Jefferson. v3(1970) no4:88-90. English. History of Adult Education.

The author presents Jefferson's views on education and his belief in free public education.

Viezzzer, Moema

La población marginada, objeto del Año Internacional de la Alfabetización. v23(1990) no1:5-8. Spanish. Literacy; Empowerment.

Moema Viezzzer interviews Paulo Freire, ICAE Honorary President and author of Pedagogy of the Oppressed, on the issue of literacy and marginalized people.

Learning for environmental action. v25(1992) no2:3-8. English. Environmental Education.

The International Coordinator of the Environmental Popular Education Programme of the ICAE intro-

duces this special issue and outlines major challenges of environmental education.

Vijayendra, T.

Adult education integrates literacy, health and conscientization: the Mandar story. v15(1982)no2:35-42. English. Health Education; Literacy.

Describes some attempts to break the cycle of poverty through raising the level of education and consciousness, and working to fulfil the basic needs for food, shelter and health care.

Vio Grossi, Francisco

Adult education and rural development - some comments on convergence and divergence. v13(1980)no3:30-38. English. Rural Development and Education.

Discusses issues concerning the relationship between adult education and rural development in the light of different approaches observed in this field.

From project bureaucracy to the flourishing of life: elements for a new relationship in financing adult education. v19(1986)no4:1-29. English. Development Issues; Development Education; International Cooperation.

The author analyzes the aid chain for adult education and development, in order to suggest clues to improve its operation. Particular emphasis is placed on the issues of adult education, basic needs, self-reliance, and facing the crisis of styles in development.

Participación campesina, educación de adultos y reforma agraria en Chile. v8(1975)no2:70-81. Spanish. Participatory Research; Rural Development and Education.

The article discusses agrarian reform in Chile and its influence upon rural participation and adult education. The problems and solutions are described with reference to the 1972 study.

Popular education: concept and implications. v14(1981)no2:70-72. English. Popular Education.

Notes on the development of the concept of popular education and its implications; describes the theoretical and practical framework in which popular education has emerged, with special reference to Latin America.

Research in adult education in Latin America. v17(1984)no2:15-23. English. Research/Evaluation.

A general overview of the current state of research in Latin America, including its predominant themes, methodologies, types of institutions and personnel, dissemination, as well as evaluation of its main strengths and weaknesses.

Socio-political implications of participatory research. v14(1981)no3:43-51. English. Participatory Research.

Discusses the problem of the relationship between the method of participatory research (internal ele-

ment) and the socio-political context in which it operates (external element), both of which are expressions of the same political phenomenon.

Von Kotze, Astrid

Training grassroots educators: provision of nonformal adult education in the Durban region. v24(1991)no4:16-24. English. Adult Educators' Training; Nonformal Education.

Argues that one of the first priorities for socio-political and economic transformation must be the creation of a large group of well-equipped educators and trainers who work towards an upgrading of skills among adults falling outside the formal education system.

Wa Mirle, Ngugi

Literacy for and by the people: Kenya's Kamirithu project. v13(1980)no4:55-61. English. Literacy Programmes; Culture and Development.

The author argues that relevant content in any educational system should reflect the people's everyday reality. This point is illustrated by a description of a literacy project at Kamirithu Community Educational Cultural Centre.

Wagner, Serge

Pour la fin d'une éducation. v4(1971)no2:51-58. French. Young Adults.

Lack of participation of disadvantaged groups in adult education programmes shows that the school system acts as an instrument for domination by the middle class culture.

Walker, Rangil

Training Maori adult educators in New Zealand. v18(1985)no3/4:123-125. English. Adult Educators' Training.

A concise overview of formal and nonformal training of Maori adult educators. Describes the most systematic formal training, which began in the 1950s.

Walters, Shirley

People's education in South Africa. v21(1988)no1:17-27. English. Social/Political Action; National Studies/Projects/Reports; Popular Education.

The authors focus on the People's Education movement in the context of the ongoing educational crisis which becomes a crucial part of the broader struggle for political power of the black community.

Wangoola, Paul

Omitting literacy like educational apartheid. v17(1984)no3:62-63. English. Literacy.

A commentary in the ICAE's "dialogue for literacy" focusing on the role this organization can play in the struggle against illiteracy.

Waniewicz, Ignacy

Television and higher technical education of work-

ing people. v1(1968) no2:18-22. English. Media; Distance Education.

A report on the early stages of a higher education TV project whose aim is to improve the skills of technical workers through at-home viewing programmes and visits to consultation centres.

Ward, Barbara

Solutions to the problems of development: not disaster but choice. v11(1978) no3/4:2-11. English. Development Issues; International Cooperation.

Analyzing deteriorating economic and environmental factors of development and the new economic order, the author argues that the world is offered not disaster but choice. International cooperation is necessary to repair economic and environmental damage.

Ward, Kevin

Adult education, trade unions' and unemployment: what about the unwaged? v22(1989) no2/3:54-63. English. Workers' Education.

This article examines the trade unions response to unemployment in Britain and illustrates the role, process and outcomes of a national adult education action-research programme, working with the Trade Union Congress for the Unemployed.

What response can adult education offer to the unemployment crisis? v17(1984) no4:27-36. English. Workers' Education; Lifelong Education.

The purpose of this article is to discuss how adult education can respond to the long-term structural unemployment. Britain's situation is analyzed and two specific projects examined.

Wass, Peter

Developing research skills in professional staff: a study of adult education training in Kenya. v9(1976) no1:63-73. English. Adult Educators' Training; Higher Education.

Describes a nine-month programme offered at the University of Nairobi, and focuses on the students' experience in following an Applied Research Methods course.

Wedemeyer, Charles A.

The communications satellite: vehicle for a new kind of reciprocal interdependence in international adult education? v4(1971) no1:45-53. English. Technological Advancement; International Education.

By seeking social and educational applications of communications technology, both developed and developing countries can increase an exchange of cultural ideas and dialogue.

Wellings, John

Asian perspective on Unesco 1985 World Conference. v17(1984) no3:65-68. English. Development of Adult Education.

This report on the Asian and Pacific Consultation

Meeting for the Preparation of the 1985 Unesco International Conference on Adult Education, held in Thailand, May 1983, focuses on the recommended agenda of the Conference.

Wells, Alan

Perspectives and lessons from the adult literacy campaign in England and Wales. v20(1987) no3/4:36-40. English; French. Literacy Campaigns.

Identifies some of the main features of the adult literacy campaign in England and Wales perceived here as an example of a broad literacy action in an industrialized country.

Wenqing, Zhao

Comprehensive continuing education the only way to build on literacy. v17(1984) no3:18-22. English. Lifelong Education.

This paper gives a general view of how continuing education has developed in Jilin Province, mostly rural area in the north-east of China.

Were, Camillus P.

Kenya program brings young and old together. v18(1985) no1/2:120-121. English. Older Adults.

Reports on efforts to give the young positive aspects of the traditional image of older people and to make them realize the potential for an active and fulfilling life into advanced old age.

Westwood, Sallie

Power/knowledge: the politics of transformative research. v24(1991) no3:79-86. English. Transformative Research.

This paper attempts to develop knowledge and understanding of the nature of transformative research. Concludes with a discussion of a specific research project highlighting the relationship between power and knowledge.

White, Leon

Always together, Yaka Gäna: participatory research at Yirkala as part of the development of a Yolngu education. v25(1992) no1:23-40. English. Indigenous People; Participatory Research.

A major transformation in education has occurred through the use of a participatory research approach. This paper outlines some of the important aspects of the use of research in the development of education and schooling at Yirkala, in the Northern Territory of Australia.

Whitehouse, John R.W.

New ILO convention protects indigenous rights. v22(1989) no1:94-95. English. Peace and Human Rights.

Measures to protect the status of Indigenous People, to safeguard worker's safety and health, and to improve the lot of night workers, were on the agenda of the 76th session of the ILO's conference.

Non-editorial conversation. v7(1974) no1:82-88. English. Workers' Education. Conversation focuses on the early days of ILO educational work and on major changes and problems confronting workers' education.

Trade union and university cooperation in the field of labour education. v10(1977) no3:55-64. English. Workers' Education.

Developments in the field of university-centred labour education are analyzed in the context of educational activities undertaken by workers' organizations, including International Labour Organization.

Wichterich, Christa

'Another' development with the 'other' sex. v19(1986) no2:14-17. English. Women.

Describes the strategies and methods used by the participants of the project called "Development Alternatives with Women for a New Era" (DAWN).

Wiesinger, Rita

The need for adult education in Papua New Guinea. v10(1977) no4:63-69. English. National Studies/Projects/Reports; Community Education.

Discusses problems of adult education and weakness of the existing school system and proposes an integrated approach that can be carried out by the training of community school teachers equipped with the necessary skills for teaching adults and helping them solve their problems in the villages.

Wijetilleke, S.

A rural training program that changes lives: the experience of a Sri Lanka project. v19(1986) no2:56-63. English. Rural Development and Education; Training.

This article presents a rural training programme designed in Sri Lanka for university graduates to upgrade their skills to match the needs and conditions of the communities in which they work.

Wijetunga, W.M.K.

What can non-formal education do about income generation? v12(1979) no1/2:120-121. English. Nonformal Education; Development Education.

The author stresses the importance of the question for the Sri Lanka's unemployed.

Wilhelmsen, Lief J.

Cultural activities in lifelong education. v1(1968) no4:36-41. English. Lifelong Education.

The author stresses that the process of interaction between the educational and cultural elements is essential for lifelong education which starts in the elementary school.

Wilkinson, Lynn

Learning for life in a learning society: Canadian action agenda for educational leave. v17(1984) no3:70-

72. English. Lifelong Education; Workers' Education. A summary of an action agenda for Canada, developed to improve training and education as a response to technological change and high unemployment.

Williams, Maurice

The development challenge of today: meeting the basic needs of the poor. v11(1978) no2:23-32. English. Development Issues; International Cooperation.

If the development challenge, that is, meeting basic needs in the poor regions, investment in people, food security, healthy services and lowering the rate of population growth is to be achieved, a coordinated action by the developing countries and international agencies will be necessary.

Williams, Richard M.

International education: a political action. v4(1971) no1:75-80. English. Development Issues; International Education.

Two Canadian projects are reviewed. One results from an OISE designed secondary school curriculum on underdevelopment in Africa, Asia and Latin America. The other is a community education project on crises in development.

Willis, Peter

The flight of the pelican: training of aboriginal adult educators in Australia. v19(1986) no1:32-38. English. Adult Educators' Training; Indigenous People.

This case study is a personalized account of the discovery of an inductive method of adult education training for aboriginal adult educators.

Wong, Charles

Issues for the training of trainers in China. v18(1985) no3/4:23-31. English. Adult Educators' Training.

In the first part of this article, questions concerning the training of adult educators are examined against the background of the Chinese adult education system. In the second part, a large-scale adult education programme, launched in Shanghai, is described.

Wong, Spencer

Southeast Asian urban training course. v19(1986) no1:17-20. English. Adult Educators' Training.

The author describes a programme of the Pilot Training Course for Nonformal Education Personnel.

Wooldridge, Helen

Education for adult Mozambican refugees in Swaziland. v23(1990) no3:23-36. English. Refugees.

The authors write about political and economic difficulties in providing successful educational programmes for Mozambican refugees in Swaziland. In their opinion, these programmes are limited and poorly attended.

Yamaguchi, Makoto

Japan's experiences in adult civic education. v19(1986) no2:49-55. English. National Studies/Projects/Reports.

This article describes aspects of Japan's experiences in developing adult civic education, the objectives of civil education and its future tasks in Japanese society.

Yarmol-Franko, Karen

Editorial introduction. v25(1992) no1:3-4. English. Indigenous People.

An introduction to this special issue on Indigenous knowledge and learning, including articles on Indigenous people of Australia, Asia and the Americas.

Editorial introduction. v25(1992) no3:3-4. English. Development of Adult Education.

Introduces an issue with articles on literacy, women's development, the environment, health and development.

Editorial introduction. v25(1992) no4:3. English. History of Adult Education; Development of Adult Education.

Introduces this special issue devoted to the history and development of adult education and commemorating 25 years of the journal's publication.

Editorial introduction. v21(1988) no2/3:3-4. English. Participatory Research.

This editorial introduces a double issue of Convergence, which constitutes a second progress report on the evolution of participatory research and adult education.

Editorial introduction. v22(1989) no1:3-4. English. Peace and Human Rights; Peace Education; Women. This editorial introduces a collection of articles concerned with peace and human rights, peace education and women's issues.

Editorial introduction. v22(1989) no2/3:3-4. English. Workers' Education; Criminal Justice; Prison Education.

Workers' education, prison education and criminal justice are linked by a common thread which appears in each of the articles in this issue of Convergence.

Editorial introduction. v22(1989) no4:3-4. English. Environmental Education.

Introduces this special issue of Convergence, which focuses on environmental education.

Editorial introduction. v23(1990) no1:3-4. English. Literacy.

This editorial introduces the special literacy issue of Convergence, with two exclusive interviews with Paulo Freire and Dame Nita Barrow among other articles.

Editorial introduction. v23(1990) no2:3-4. English.

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Convergence Author Index 1968-1992

Adult Educators; Development of Adult Education. This editorial introduces the issue of Convergence which focuses on the work of adult educators honoured with the J.Roby Kidd Award over the past seven years.

Editorial introduction. v23(1990) no4:3-4. English. Development of Adult Education.

This editorial introduces the issue featuring a variety of articles that concentrate on the ways in which improvement of the lives of people can be achieved by empowering them with skills and knowledge.

Listening to the voices of the marginalized: International Literacy Year. v23(1990) no1:9-13. English. Literacy; Empowerment.

Convergence editor interviews Dame Nita Barrow, ICAE President, who makes a strong statement on International Literacy Year and marginalized people as she leaves her post as the President of ICAE.

The coming of age of adult education: an interview with Dame Nita Barrow. v25(1992) no4:48-56. English. History of Adult Education; Development of Adult Education.

Former president of ICAE gives a personal account of the evolution of adult education since her participation in it.

Women own half the world's human potential. v21(1988) no4:3-4. English. Women.

This editorial introduces the articles on women's education included in this issue of Convergence.

Yarrington, Roger

Lifelong education trends in community colleges. v12(1979) no1/2:86-94. English. Lifelong Education. The article examines services, policies and methods offered by the community colleges in the context of lifelong education.

Youngman, Frank

Issues in comparative adult education: a report on the International Conference on Comparative Adult Education in Oxford, England. v21(1988) no1:28-36. English. Comparative Education/Studies.

An interpretive account of the conference. The author presents main topics, research concerns and methodological issues which were raised during the conference.

The political economy of literacy in the Third World. v23(1990) no4:5-13. English. Literacy; Social/Political Action.

Continues a debate which began at the ICAE Fourth World Assembly's workshop on the Political Economy of Literacy. Applies the perspective of political economy to analyze the complexity of adult education activities.

Yousif, Abdelwahid A.

The African university and its community: the search for a relevant role. v9(1976) no2:64-75. English. Higher Education.

The role of a university and challenge of independence are analyzed in the context of higher education in Africa.

Yu, Elsie

Training of trainers in Southeast Asia. v18(1985) no3/4:103-108. English. Adult Educators' Training.

This paper focuses on major training activities in Southeast Asia, particularly countries within Region 3 of the Asian-South Pacific Bureau of Adult Education (ASPBAE).

Zabala, Ana

A "back-to-front" project in Peru: starting with the local people. v15(1982) no4:44-51. English. Community Development; Rural Development and Education.

An example of a development project that has stemmed directly from the needs expressed by local people rooted in local realities and aspirations.

Zacharakis-Jutz, Jeff

The Lindeman Center: a popular education center bridging community and university. v24(1991) no3:24-30. English. Popular Education; Social/Political Action.

Discusses some of the ramifications of promoting social change within a university and gives a concrete example of how a popular education centre can facilitate the cooperation between the university and marginalized communities.

Zeidlits, Leonid

The professional growth of physicians in the Soviet Union. v3(1970) no4:16-19. English. Professional Education.

Every rural doctor has the right to time off for professional training every three years; the urban doctor - once every five years.

Zhongda, Yao

Development of "productive forces" promotes the advancement of adult education in China. v17(1984) no3:11-17. English. National Studies/Projects/Reports.

Discusses theoretical basis, historical developments and future trends of adult education in China.

Zolezzi Chocano, Mario

La revaloración de la mujer en el Perú: análisis y perspectivas. v8(1975) no1:41-48. Spanish. Women; Women's Education.

The paper presents an overview of the philosophical framework of the revolutionary process in Peru and describes the economic, legal, educational and social characteristics of women in this country.

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CONVERGENCE^{IAE}

CONVERGENCE is the quarterly journal of the International Council for Adult Education (ICAE), a non-governmental voluntary organization formed in 1973. It now comprises 101 national, regional and sectoral member associations involving 77 countries and seven regions of the world.

CONVERGENCE is a major international journal of adult education that addresses issues, practices and developments in the broad field of adult and nonformal education. It is published four times a year. For a sample copy and editorial guidelines, contact the editor.

CONVERGENCE forms a unique and continuing record of current developments in adult education making it the essential journal for practitioners, decision-makers, researchers, administrators, teachers and students.

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